British Burma.

HOME DEPARTMENT.

(EDUCATION.)

REPORT

ON

PUBLIC INSTRUCTION,

FOR

1871-72.

RANGOON:

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1872.

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RESOLUTION

ON THE

REPORT ON

PUBLIC INSTRUCTION,

FOR

1871-72.

The report for the present year has been prepared with some difficulty, for the officiating Director of Public Instruction had to take up the matter immediately on his arrival, with no previous knowledge of the country and its requirements, or of the past history of the educational policy of British Burma. The Director, Mr. Hordern, had however, left notes behind him which form the basis of many of Mr. Nesfield's observations in respect to the administration of the Educational Department during the past year. Preparation of report.

2. The Chief Commissioner regrets to find himself unable to say that education under our system of administration has made any great progress in Burma either during the past or previous years. Fortunately the people have a system of primary education of their own, in the monastic schools, which has prevented education from dying out of the land. Setting aside these schools our educational machinery consists of seven Government schools, educating only 505 boys,—and the teaching in these schools has till lately been of the most inferior and desultory description—; fifteen aided missionary schools, teaching 1,494 pupils; and 22 other unaided schools, teaching 499 pupils, which were so far under Government supervision that they were examined by Government Officers, prizes being given to successful boys. Of the above pupils even, a great number are children of European descent, and out of the 2,456 children educated directly by, or with the aid, or supervision of Government, no less than 1,682 are children of the Education under our system has made but little progress.

two towns of Rangoon and Moulmein, leaving 774 only as under instruction in connection with state machinery in all the other districts and towns of the country, having a population of 2,562,323 souls.

Funds assigned for educational purposes.

3. The revenue of British Burma, excluding purely local funds, during the year was Rs. 1,26,58,006 or Rs. 4-15-0 per head of the population. The assignment from general revenues for education, science and art during the year, was Rs. 1,06,130, or 0·83 per cent of the revenue, and 8 pies per head of the population of the Province. The income derived from local sources, chiefly fees and fines, exceeded the expenditure from Government revenues. As however the total assignment from the Provincial allotment was not spent, this does not so much evince a backwardness on the part of the State to contribute what is right and proper for the education of the people, as an incapacity on the part of the Education department to devise up to the present time any means of developing useful schemes for education.

Revenue derived from the Cess.

4. In addition to the grant from the Provincial allotment there is another source of revenue from which the Education department derives considerable funds, namely the educational cess, which consists of a rate of one per cent on the land revenue. This fund has not been expended as liberally as it might have been for the benefit of the people; large balances have accumulated and with the exception of the cost of the school for training vernacular masters, very little has been expended on the education of the people. The revenue from this fund during the year was Rs. 38,822; the expenditure, including collection and management, was Rs. 15,382; and the balance on the 1st April 1872 was Rs. 1,79,221.

Rangoon Training school.

5. The Chief Commissioner, is unable to concur in the remarks of the officiating Director of Public Instruction in para. 10 of his report, in which he appears to deprecate the expenditure on the training school for vernacular teachers, on the ground that its object is to raise up a class of masters who shall

supersede the Phoongyee teachers and be employed in schools the object of which will be to crush out the monastic schools. Whatever may have been the opinion of Mr. Nesfield's predecessor in regard to these schools, he should have known that nothing is so far from the wishes of the present Chief Commissioner than the adoption of any measure likely to decrease the number of monastic schools or the influence of the Buddhist priests. But it appears that as Mr. Horden at one time adopted an extreme view of the uselessness of the monastery schools and the hopelessness of endeavouring to improve them, so in the same degree has Mr. Nesfield adopted an extreme notion of the excellence of these schools and of their sufficiency to supply all the educational wants of the country so far as vernacular, and even to some extent English, teaching is concerned. What the Chief Commissioner believes to be the fact is, that the mean of these extreme opinions is the correct one, and that while the monastic schools afford a system of *gratuitous primary education for the masses* unsurpassed in any part of the world, there is a great want, especially in large towns, of a higher class of vernacular education for those who desire to go beyond the course of instruction given in the monasteries. It is his intention to establish such schools at first in towns in which there is a municipality, and to support them partly from the cess fund and partly from municipal funds, when these funds will afford it, and it is for these schools that the masters taught in the Rangoon vernacular training school will be required. Whether the education which they now obtain there is the best and cheapest for the purpose which can be devised, is a matter which is being separately considered in a special report on the school by the officiating Director. Of the necessity of a school of this sort there is no sort of doubt, and that it should be a charge on the cess fund for the present is not unreasonable, as until masters are available, cess schools cannot be established. On this subject, the Chief Commissioner will have more to say when he comes to deal with that portion of the

report which relates specially to the monastery schools.

Additional inspection required.

6. In paras. 13 and 14, the officiating Director lays great stress on the need of additional means of inspection. An attempt was made to meet this difficulty during a portion of the past year by the appointment of Deputy Inspectors of primary schools, but for reasons which will appear later on, this has not succeeded. As pointed out in the report, the necessity for inspectional agency has been admitted by two successive Chief Commissioners, and it is no doubt mainly due to the impossibility of the Director single-handed doing all that has to be done in this respect in a large province like British Burma, in which the means of communication are very imperfect, that so little real progress has been made towards developing an educational policy, or even towards keeping up existing schools to the standard assigned to them. It seems to the Chief Commissioner quite impossible that things can go on without an Inspector to assist the Director. If he is much away from head-quarters on inspection, the Director's functions as head of the department fall into abeyance; and of course, on the other hand, if he occupies much time in superintending the department as chief administrative officer he has little time for the executive work of inspection.

Classes of schools.

7. The Chief Commissioner will now proceed to notice that portion of the report, which deals with the schools in the classes into which they have been very inappropriately divided by the Educational department, "high schools, middle class schools and lower class schools."

High schools.

8. During the year there were five schools in the Province of the class here called high schools; of these two were exclusively for the education of European and Eurasians. Not one of these schools is really a high school, or in any way deserving the name; probably years hence some of them may become so, but for the present they should receive some other and

less misleading designation. The school of the Society for the Propagation of the Gospel, at Rangoon, is the only school which has yet attempted even to send up boys for the entrance standard, and all three of these failed. The Government high schools at Moulmein and Akyab, though both improving in a very marked manner under their new head masters, especially the Akyab School under Mr. Grey, are neither better nor worse than the ordinary zillah schools of India.

Question of the establishment of a high school considered in the following minute.

9. The questions of the establishment of a real high school for British Burma, and of the fixing of a local standard for the schools of Burma, in substitution of the Calcutta University entrance standard, which are discussed by the Director in paras. 20 to 30, have been dealt with by the Chief Commissioner in the following separate minute, dated the 28th September 1872, which is re-produced here for facility of reference :—

"I am quite satisfied that the time has come for "placing our educational establishments at Rangoon "on a different footing. At present Government has "no school of its own at the capital of the Province; "it assists private educational establishments, almost "exclusively of a missionary character, to the fol- "lowing extent annually :—

Established Church of England.	Other Protestant denominations.	Roman Catholics.	Total for 1871-72.
Rs. 3,000	Rs. 5,520	Rs. 3,500	Rs. 12,020

"This is a very large sum to give in aid of "missionary institutions in one single town of the "Province, and I am of opinion, that that portion of "the money which is expended in educating Burmans "might be employed more profitably, and with greater "results. It is obviously very undesirable that the "only provision made by Government for the educa- "tion of the people of the Province at the head-

"quarters of the Administration should be through "institutions over which it has no direct and detailed "control. And though the people of this country "have not the same prejudice against sending their "children to missionary schools that the people of "India have, I hardly think it right that they should "be compelled to send them to schools of this charac- "ter or send them to no school at all.

"I am prepared to admit that many of the best "educated boys in Burma, were brought up at the "school of the Society for the Propagation of the Gos- "pel when that school was under the superintendence "of Mr. Marks; but one of the great drawbacks to re- "lying too much on aided schools is, that missionary "masters are changed without reference to Govern- "ment and new ones appointed, in whose selection "Government has no voice. However zealously they "may have laboured, I cannot say that I believe that "Mr. Marks' successors have been as successful as he "was, and I do not think that any of the present "missionary schools have attained a standard which "would warrant our being satisfied with them as the "highest class of schools in the country.

"If the state is to spend a considerable sum of "money on education in Rangoon, as it obviously "should, it seems to me that it is better from every "point of view that it should do this directly through "the means of its own servants and in accordance with "its own system, than indirectly through Societies "over which it has no control, and with which it is "not desirable on other grounds that it should be too "intimately associated in the minds of the people.

"I do not understand the principal either on "which the expensive colleges of the S. P. G. Society "were established in Rangoon, or on which they have "received such extravagant assistance, as they have "received from Government. No less than Rs. 20,000 "I observe, were given in one year, in addition to the "grants above enumerated. I can hardly suppose that "a Society which collects large sums from the public for

" missionary purposes would consider itself justified in
" spending the funds entrusted to it, on expensive col-
" leges unless it really believed that they were efficient
" instruments for proselytizing purposes; and if this be
" their object, then, even if they were much more ef-
" fective than they are as educational establishments,
" I should not think that Government was justified in
" expending on them annually large sums raised by
" taxation from the people at large.

" It is not my province to analyse the extent to
" which these colleges have been useful as proselytizing
" institutions. I suppose that the Society is satisfied ;
" though as far as I can judge they have had no real
" effect on the people from a missionary point of view ;
" but as educational establishments, I do not think
" that they meet the present requirements of the Prov-
" ince, and therefore, whether they continue to re-
" ceive some aid or not, a really good Government
" collegiate institution is called for in addition to
" them.

" This consideration is forced upon me by two
" measures which I have before me—one, is a proposal
" of the Director of Public Instruction, contained in
" his report for the year, to substitute some local
" standard for the entrance standard of the Calcutta
" University; the other is the establishment of a medi-
" cal school capable of turning out Burmese Hospital
" Assistant Surgeons to take the place of the Mad-
" rasees and Bengalees now in charge of our Hospitals
" and Dispensaries, who are not only themselves dis-
" satisfied and troublesome, but do not in any way
" acquire the confidence of the people of the country.

" I am entirely of opinion with the officiating
" Director of Public Instruction that the experience of
" the past justifies the prediction that many years will
" elapse before any considerable number of Burmese
" or Eurasian boys will have passed the entrance
" standard of the Calcutta University ; and that if
" even a few of the boys of our schools do succeed in
" attaining that standard, it is one which is not con-

" ducive to the general interests of education until the
" majority of the best boys of the best schools have a
" fair chance of passing from year to year. And I
" agree with him, that the remedy is to establish a
" local standard which should embrace such subjects
" only as are really likely to be useful to the young
" men of the Province in after life. We have a dis-
" tinct demand for men in all the departments of Gov-
" ernment, who shall be possessed of a certain quality of
" education. Why should we neglect to give them
" this particular class of education, because in a neigh-
" bouring Province, very differently situated, a stand-
" ard has been fixed which involves the cramming of
" a great deal of useless knowledge, which is acquired
" exclusively for the purpose of examination, and im-
" mediately forgotten, while all the time taken up in
" preparing for this test is lost from the period avail-
" able to a young man for real solid education. It is
" quite possible that that system is the best for Bengal
" —with that I have nothing to do, it has been settled
" by others more competent than I am to form an
" opinion, that it is the best—but, I entirely deny that
" it is the best system for Burma in her present con-
" dition. The young men of the country want an
" education which will qualify them for appointments
" in the public and commercial service which they see
" now in the hands of aliens ; while at the same time
" the Government is sorely in want of men in every
" department qualified for such work as it is likely to
" have to fall to their lot to perform. We want men
" for the Judicial and subordinate Executive services,
" for Public Works, for the Forest and for the Revenue
" department. Instead of training up the class of
" men we want, we expend our efforts uselessly, in
" vain endeavours to train up a class of men we do not
" want, because such a class is wanted elsewhere.
" Looking at the matter from a purely financial point
" of view, a good collegiate school turning out lads of
" the country, capable of taking up all the subordinate
" offices of the Administration would over and over
" again repay its cost. I therefore request that the
" Director of Public Instruction will, as soon as possi-
" ble, take this subject into consideration, and propose a

" scheme for a high school under an efficient Princi-
" pal with a good staff of English masters, and if
" necessary, with a boarding school attached. He
" should consult the Deputy Inspector General, Indian
" Medical Department, and the Civil Surgeon, in re-
" gard to the establishment of a medical class in con-
" nection with the high school. The papers relating
" to this subject will be sent to him, and will show
" him that as far back as 1869, a class of this sort
" under competent Professors was admitted by the
" Government of India to be necessary, but was
" postponed only in consequence of the difficulty
" at that time of assigning funds for such a pur-
" pose. I would propose to place this class under
" the Civil Surgeon, with an Assistant Professor,
" capable of instructing in Burmese who should be
" attached to the Hospital. He should also pro-
" vide for a Civil Engineering class, in which subor-
" dinates for the Public Works Department might be
" specially trained. On this point he should consult
" the Chief Engineer. The object should be not to at-
" tempt to train Engineers, but Overseers, Surveyors,
" Land measurers &c. As the Director of Public In-
" struction notices in his report the experiment of
" taking boys from the existing schools for the Depart-
" ment Public Works, was discontinued lately because
" boys could not be obtained sufficiently acquainted
" with English. It is a question for consideration too
" whether a Law class might not be beneficially
" established in which the more advanced boys of the
" school might have opportunities of qualifying
" themselves for Judicial appointments and the bar.

" The Director's scheme should also provide for
" the grant of certificates of proficiency in the various
" branches to candidates from other schools, taking
" as he proposes, the Oxford middle class examination,
" or the competitive examination of the lower branch-
" es of the English Civil Service as his guide.

" In fixing the rate of fees he must recollect that
" the people of the country are not yet sufficiently rich
" to pay such fees as they pay for high education in

" Bengal, neither are they yet sufficiently impressed " with the advantage of giving their sons an education " which will give them claim to Government service. " All this will come in time. He should also recollect " that Government will obtain an immediate and di- " rect set off to expenditure on the school, in having " at hand trained natives of the country to supply the " place of the men imported at a great expense from " India. It appears to me that the school should con- " sist of an upper and lower school, under the Princi- " pal ; and that the boys in the higher classes of the " upper school should have the option of attending " the lectures on special subjects on the payment of a " small additional fee."

A high school of this kind would prove very beneficial.

10. A Collegiate school such as is sketched out here would have a very great effect, not only on the progress of education, but in time on the whole administration of the country. Selected boys might be sent up to the Rangoon school with scholarships from the districts, and if a well managed and economical boarding house were attached to the school, many of the officials and richer merchants and pleaders would send their sons there for education in the hope that they would qualify for the public service, especially when they realize that for the future, hereditary claims to office will not be considered except when the candidate is thoroughly qualified in other respects.

Middle class schools.

11. There are 4 Government schools of the middle class and 12 aided. They are really very second rate anglo-vernacular schools of which the worst, as usual, are the Government schools. It is true that these schools are now improving under the new masters who have been appointed to them during the past year. But it still seems open to grave doubt whether some of the Government middle class schools might not with advantage be closed, if only masters could be obtained for the purpose of superintending really superior vernacular schools in their place. At Shwe-gyen there was only a daily average attendance of 47 boys, educated very badly in English at

an expense to Government of Rs. 3,360. The total cost of educating each boy was no less than Rs. 84-9-9 per annum. The Chief Commissioner cannot help thinking that this money might have been very much more profitably expended by giving a really good vernacular education to a much larger number of boys, leaving those whose position in life made it essential to them to acquire an English education to go to Moulmein or Rangoon, where they could be much better taught. As it was, these boys received a very inaccurate and deficient knowledge of English, which while it probably induced in their minds a sense of their fitness for Government employment and for nothing else, did not in any way really fit them for the public service.

English teaching in Monastic schools.

12. In para. 38 of his report, the Director of Public Instruction makes a proposal, which the Chief Commissioner has read with much surprise, and not without some regret, for it certainly tends to depreciate the value of the remarks which he made on the subject of monastic schools, and which received such hearty concurrence from the Chief Commissioner in a correspondence which has lately passed on the subject. It does not appear that Mr. Nesfield has modified those views, for they are repeated in the present report; indeed the whole of Mr. Nesfield's arguments on the subject of the policy to be pursued in respect of monastic schools in paras. 61-69 are based on the inexpediency of interfering with their system of education, and the necessity of avoiding anything which could have the appearance of desiring to bring lay instructors within the sphere of the priest's educational duties, and of the sufficiency of the present teaching for the purposes for which only such schools were intended, namely the primary instruction of the masses. It does therefore seem to be a strange inconsistency on his part to advocate, as he does, in this portion of the report, the opening of English classes in the monasteries, and the supply by Government of four lay teachers to each monastery—it is presumed he means only a few selected monasteries—to teach English.

Opening of English classes in Monastic schools objectionable.

13. The Chief Commissioner can hardly conceive any system of instruction less suited to the requirements of the country than that proposed. Nothing but mischief could come from the instruction in English which would be likely to be given at a monastery by the only class of teachers who would accept such a position. But the whole scope and intent of the monastery schools, as part of our educational system, is opposed to the notion, and the Chief Commissioner is unable for a moment to entertain any such proposal. There is one great principle which he desires to see introduced into the educational system of Burma, and that is that no attempt should be made to teach English in any school under the authority of Government, except when it can be well and thoroughly taught by masters having a perfect knowledge of the language themselves, and having also a correct accent. One reason why those Burmese who do speak English, speak it so correctly and with such a perfect accent, is that they have learnt from European masters and not from native teachers, instructing in a foreign language with which they are themselves very imperfectly acquainted.

Payment by results.

14. The Chief Commissioner agrees with the Director as to the lower standard for middle class schools, but he is not in favour of the introduction of a system of payment by results. The country is not yet ripe for such a system, and the position of a schoolmaster is not sufficiently well established and assured in Burma, to make it probable that really good men would engage under a system of such uncertainty. The system of payment by results might be introduced on a scale so far modified that certain rewards in addition to salary should be given for each student who could pass a certain standard, and it is no doubt something of this sort which Mr. Nesfield intended to propose, but at present we have no examining establishment competent to give effect to such a system.

Pali scholarships.

15. The subject of scholarships in Pali is one on which the Chief Commissioner has not yet made up

his mind. While no doubt there are strong reasons why we should endeavour to prevent the study of the language dying out, it is difficult to believe that the offer of scholarships for proficiency in Pali will do much to encourage its study. Those likely to study the language would not be men liable to be affected by the consideration of scholarships. The only real means of keeping up the study of this language would, the Chief Commissioner believes, be the establishment of a Pali teachership in connection with the proposed high school, where boys desirous of learning the language might have the assistance of a qualified instructor.

Cess schools and Training school.

16. This brings the Chief Commissioner to the question of cess schools and the training school, discussed in paras. 49, 50 and 51 of the report. Mr. Eden is unable to concur with Mr. Nesfield that the only vernacular schools required in the Province are the existing monastic schools. The excellence of these schools, for the purpose for which they were designed, has been frequently and freely admitted by the Chief Commissioner, but he is quite satisfied, as the result of careful enquiry from European and native officials of great experience and from the people themselves, that something more is required for vernacular education than monastic schools, and that it is the positive duty of Government to expend the money collected under the educational cess in establishing vernacular schools in the large towns, giving an education of a very much higher standard than that which is provided by the Buddhist monks. He has already directed the Director of Public Instruction to prepare a scheme for such schools, where boys and girls shall be taught together, in the larger towns of Burma, beginning with those in which there are municipal funds. These schools however, may be erected partly from cess funds and partly from municipal funds. A small fee should be charged; for the Chief Commissioner cannot agree with Mr. Hordern that those who have contributed towards the educational cess are entitled to have their children

educated free. If it were possible to give a free education from the fund to the children of all who have contributed towards the cess, there might be some force in the argument, but seeing how few schools of this sort it will be possible to establish, it is only right that those who have the benefit of them should pay something for that benefit beyond what is paid by the community at large; the levy of fees would also have the effect of avoiding too great an appearance of competition with the neighbouring monasteries, which would retain the advantage of a gratuitous education. So far from schools of this sort having an injurious effect on the monastery schools, the Chief Commissioner believes that they would have the contrary effect. They would not only act as a stimulus to the monastic teachers to improve their system and to endeavour to keep pace with these new schools, but they would educate boys many of whom would eventually become Phoongyees, and be able to introduce into the monastery schools whatever of good they may have learnt at the municipal or cess school. However correct Mr. Nesfield may be in regard to the original object of the training school having ceased to exist, the Chief Commissioner is fully pursuaded of the necessity of keeping it up as a means of training and supplying qualified masters for the cess schools. Whether it has been properly managed, and whether the bond is drawn out on equitable terms, are matters for separate consideration. There seems to be very little likelihood that the Department will not be able to find employment for all the men it turns out.

Monastic schools.

17. Next there remains the question of the monastic schools (paras. 52 to 91). These paras. merely recapitulate the special report on the subject made by the Director, No. 7-4, dated Rangoon, 21st June 1872. As that report was separately dealt with, the simplest plan will be to extract here the reply made by the Chief Commissioner :—

"I am directed by the Chief Commissioner "to acknowledge the receipt of your letter res-

" pecting the policy which has hitherto been pur-
" sued towards monastic schools in this Province,
" and submitting your views as regards the system
" which should be adopted for the future.

(2.) "The Chief Commissioner observes that you
" object to the Inspecting Agency initiated by your
" predecessor as being unsuitable to schools which are
" essentially private and self-supporting, and as involv-
" ing an amount of interference which is likely to
" prove unpalatable to the Phoongyee teachers. You
" draw attention to the fact that whilst in Bengal the
" Deputy Inspectors are generally socially superior to
" schoolmasters, in Burma the social position of a
" Deputy Inspector, being that of a layman, is much
" inferior to that of the priesthood. The consequence
" is that any interference on the part of such Inspect-
" ing officers will only tend to lower the Kyoung in
" the estimation of the people, and contribute to their
" decay.

(3) "You urge that detailed interference with these
" schools is unnecessary, as the results already at-
" tained by the method pursued in the Kyoungs are
" quite as good as those which are attained by Wes-
" tern methods; whilst education is more widely
" spread in Burma under the existing system than
" among the agricultural population of England. You
" add that arithmetic is fairly taught by the Phoon-
" gyees, although by a different plan to that pursued
" in English schools; and you deprecate the principle
" which has apparently been hitherto in force, of limit-
" ing the examinations in this subject to candidates
" who are acquainted with the English method, to the
" exclusion of those who arrive at the same results,
" but by the different process which is taught in the
" Kyoungs.

(4.) "You recommend that the Deputy Inspectors
" should be in future called Examiners, and that their
" duties should not involve any interference with the
" monastic schools, but be strictly limited to periodi-
" cal examinations, under which, prizes either in money

" or books, together with certificates, should be granted " to boys of different ages passing in certain standards.

(5.) " In reply I am to state that, your views on " the subject of Government interference with monas- " tic schools have the entire and thorough concurrence " of the Chief Commissioner, who duly appreciates " the exhaustive and liberal spirit in which you have " discussed this very important subject. Mr. Eden " has all along been of opinion that we have been en- " deavouring, unintentionally no doubt, to upset the " present excellent system of monastic teaching, in- " stead of conserving it. He has on previous occasions " observed that our object should be to revive these " schools and preserve them from further deterioration " rather than continue our fruitless attempts to adapt " them to a standard unsuitable to the people or the " country, and practicably incapable of attainment " by the present teachers.

(6.) " There is reason to fear that the main object " of the scheme which was first devised by Sir Arthur " Phayre for the preservation of monastic schools has " been lost sight of. It was not Sir Arthur's intention " that these schools should be the only means of pri- " mary education open to the people of the country ; " he intended them to be schools for the peasantry " only. In his memorandum written from England " on 3rd February 1869 this is fully explained ; in " that he fully recognizes the need of other schools of a " secular character for primary education, and alludes " specifically to the mixed boys and girls' schools in " many villages, but shews that of necessity such " schools can only be made available in towns and " thickly inhabited tracts.

(7.) "It has been the attempt to make the monastic " schools fill a place they were never intended to fill, " that has been the case hitherto of the failure of the " scheme. Expectations in regard to them have been " entertained, the fulfilment of which could not in " reason be expected. The discussions which have " from time to time taken place on the subject of mon- " astic teaching in Burma afford an example of one

"of the most mischievous principles of our administra-
"tion in the East—the tendency to judge of the effi-
"ciency of every institution of the country, by compar-
"ison with some European standard, and to declare
"it deficient and unsound by so much as it differs
"from this standard.

(8.) "It is never sufficiently borne in mind that no
"reform of any long standing system is really effective
"which does not carry with it the convictions of a
"large majority of the people. The policy of our
"chief departments is too often based on the theory
"that the people are too ignorant and prejudiced to
"judge for themselves, and that we should introduce
"changes which our experience of other countries
"teaches us, have been successfully introduced else-
"where, and that the people will learn in time to re-
"cognize their superiority.

(9.) "If the people are asked whether they prefer
"our rule and its changes to the old state of things,
"no doubt they will admit as a hard matter of fact
"that the theory of our administration is good: that we
"wish and endeavour to rule exclusively for the peo-
"ple's good: that most of our reforms are introduced
"with this object: and that as a rule they have
"sooner or later effected that object: but behind this
"there is very naturally a sentimental feeling for the
"old state of things, and for old institutions, and the
"Chief Commissioner cannot help thinking that
"enough importance is not attached to this sentiment.
"Great changes, such as those connected with the
"primary education of the masses, should be very
"carefully and gradually introduced, not by the sum-
"mary introduction of exotic systems, but by engraft-
"ing our improvements on the existing institutions
"of the country, and by doing this so gently and grad-
"ually as never to be too much in advance of the
"convictions of the people. The Chief Commissioner
"believes that our attempt to deal with the monastic
"education of the country has been particularly open
"to this objection, and that it has failed in conse-
"quence; while he believes that the system you now

"propose is calculated very gradually, and perhaps for "a year or two almost imperceptibly, to improve the "teaching of these schools by introducing a spirit of "emulation amongst them. If, however, it only "keeps primary education at its present standard, it "will have answered its purpose.

(10.) "Contemporaneously with the introduction of "your present scheme, you should in communication "with the Commissioner and Deputy Commissioner "prepare a plan for aiding and inspecting secular "primary schools. Another element of competition "will thus be brought to bear on the monastic schools, "which cannot fail to have a beneficial effect upon "them; if the standard of education is gradually "raised in those schools which we can touch, it will "by degrees permeate through the country and affect "those over which our influence is less direct. In the "larger villages, such for instance as Yandoon, Dona-"byo, Shwe-doung, Myanoung and other places in "which there is a municipal fund, a still better class "of purely vernacular schools should be established "in consultation with the district officers. The mon-"astic schools alone will not supply the wants of the "Province even in regard to primary education, and "it was never expected or intended that they should "do so. There is one great defect in any system "under which such schools alone should be recognized, "and that is that it leaves female education, which is "not less important than male education, altogether "out of consideration. I am to invite your attention "to the following extract on the subject from the "memorandum of Sir Arthur Phayre which has "already been mentioned :—

"The Director General remarks that there are in the "country small village schools, where boys and girls are taught "together by respectable men and women, and which he con-"siders will be a basis for a general system of education far "more promising than by means of monastic schools. I con-"sider this an excellent proposition. It is entirely in accord-"ance with the principles of my plan. But these schools can "scarcely of themselves form a basis for the education of the "mass of the peasantry, for they are seldom to be met beyond "the towns and larger villages. But improving the educa-

" tion, carried on in the schools referred to, both by supplying " books and by inspection, will be a very excellent addi- " tion to the whole plan for national education in the vernac- " ular language of British Burma. With these schools aided, " with the monastic schools officially supervised, and with the " village schools established by the various missionary socie- " ties which have been aided for some years past, we may con- " sider that British Burma will be well provided with primary " schools."

(11.) "The Chief Commissioner has no doubt that " under the system of examination and reward which " you propose, an amount of emulation and interest " will be created amongst the various Kyoungs, which " will eventually lead the Phoongyees to adopt the " best system of education which is available to them. " Judging from the results it is certain that however " faulty the method may be, Burma has little to learn " from other countries in regard to primary education; " and Mr. Eden is of opinion that your remarks on " this point are perfectly correct and just.

(12.) "It is quite clear to him any way, that with " all the writing that has been expended on this sub- " ject for many years past, nothing whatever has been " done in the way of making progress. Under such " circumstances, and with the consideration that the " present plan of Inspection has not succeeded and " does not seem likely to succeed, Mr. Eden is of " opinion that your plan at least holds out some tan- " gible prospect of success, and therefore should be " fairly tried. If the experiment fails, which, there is " reason to hope will not be the case, further expe- " rience will still have been gained, which may sug- " gest other and more successful systems. Anything " is better than letting the subject drift as it has " hitherto done.

(13.) "The Chief Commissioner therefore requests " that you will draw up a code embodying the rules " which you propose. He thinks it would perhaps be " as well to introduce the system into one or two dis- " tricts first, and possibly Rangoon, Akyab, Prome " and Henzada, would be the best districts to com- " mence upon, though having regard to the state of

"religious feelings in Akyab, he is not sure whether "the time has not arrived there for the establishment "of a larger number of primary secular vernacular "schools. The population of Akyab is very mixed, "and there is a large Mahomedan population whose "educational wants are altogether, so far as the Chief "Commissioner can learn, entirely unprovided for. "Then too in Cheduba there is a considerable popu- "lation without it is believed either monastic schools "or primary schools.

(14.) "I am further to ask you to report what "means exist for primary education among the very "large Indian population who are settling in and "crowding our large towns; they form a very import- "ant and constantly increasing element of the town "population. It is possible that they have some "small schools of their own, but this should be ascer- "tained, and an attempt should at once be made to "organize a system of primary education for these "classes, especially for the large Madras population "who have settled here, and who will probably wish "to have schools where their children can be taught "their own language.

(15.) "With reference to your recommendation as "regards Moung Bwah, I am to state that Mr. Eden "has formed a very high opinion of him, and thinks "that Rupees 200 per mensem is not too high a sala- "ry to pay for his services considering what sacrifices "he will have to make if he enters the service of Gov- "ernment. The Chief Commissioner knows of no "one else who is so well fitted for the duty. I am "to add however, that it is impossible for the Chief "Commissioner to guarantee an appointment to "Moung Bwah in the event of his services being dis- "pensed with as Examiner, but his merits have always "been so fully recognized that there is no doubt that "the Chief Commissioner for the time being would "be glad to provide for him in any appointment for "which he is qualified.

(16.) "On one point you appear to be somewhat "mistaken. You consider that the distribution of the

" printed spelling book by Government amongst the " Kyoungs is a waste of money. But Mr. Eden has " been informed on good authority that the spelling " book is not constructed on any system different from " that already used by the Phoongyees. The " Thin- " Bongyee " or spelling book is identically the same, " whether on palm leaf or on paper. The mode of " learning whether by constant repetition, or purely " from memory, or partly from study and partly from " repetition, is by no means affected by the the issue " of the books in question.

(17.) "In conclusion, I am to request your atten- " tion to the correspondence ending with the letter " from this office to your address, dated 16th No- " vember 1869, on the subject of the encouragement " of vernacular literature. The Chief Commissioner " will be glad to know what progress has been made " in translating into Burmese, selections and ex- " tracts from authors of any country whose style " and tone appear least antagonistic to the Burmese. " It is not reasonable to expect that there will be any " great demand for education beyond what is neces- " sary for purposes of business if there is no litera- " ture, and the want is in no way met by the transla- " tion of geographies, histories, and religious pam- " phlets ; what we require are simple books, amusing " and instructive, and if anything, their powers to " amuse should be considered more than their pow- " ers to instruct. People do not like to be always " under instruction, and no doubt in India the trans- " lation of tales and the publication of vernacular " novels, dealing with a state of society and with " scenes which the people were able to realize and " appreciate, has created a desire for sufficient know- " ledge to be able to read them, even amongst the " female population."

18. In regard to schools for special training, the Chief Commissioner thinks that when the cess vernacular schools for large towns are established the separate land measuring schools should be abolished entirely, as indeed they are already except in Akyab. Special schools.

Land measuring should be one of the subjects taught at the municipal schools.

American Baptist Mission Schools.

19. The schools for Karens established and managed by the American Baptist Mission are among the best schools in the Province. The education which they manage to give to these formerly downtrodden people is really very remarkable, and their success is no doubt due to the fact that they teach them entirely in the vernacular. But with these schools it seems to the Chief Commissioner—with all respect for the opinion of the zealous and able men who first established them in this country—a great mistake has been committed in teaching in Karen instead of the language of the country. There seem strong political and social reasons why everything should be done to break down the class barrier between the Karens and their former oppressors the Burmans; but by teaching the Karens in what was heretofore an unwritten language, and in fact in organizing and almost, it may be said, making a language for them, and having books and maps prepared in that language, this policy has been lost sight of. The excellent education which the Karens, male and female, receive from the American Mission schools is, it is to be feared, of little or no use to them in their real business of life. It is of no help to them in their trading transactions which have to be carried on with Burmans, and their ignorance of Burmese makes it almost impossible to employ them in the Government service. Lads taught in Burmese as efficiently as most of the American Mission school boys are taught in Karen, would be gladly sought for for the public service. They seem for instance especially adapted for the Medical service, and an experiment made some years ago of training some of these young men for this profession was very successful. They would also make excellent schoolmasters. The employment of a few of the best of the Karens in the Government service would do much to remove the social ban which has so long been laid upon them. Judging from the schools which the Chief Commissioner has visited, the Karen boys and girls

are singularly bright and intelligent, but it is to be feared that being cut off from a public career from a want of knowledge of the language of the country, they, many of them, reap very little after benefit from the instruction which they have received, though no doubt a great number of them become teachers of Karen village schools, and in this way do an immense deal of good though in a very limited sphere. The Chief Commissioner knows no people who have shewn such a practical appreciation of the benefits of education as the Karens. They support their village schools, and to a great extent the central schools, and appear to do a great deal towards building and maintaining the mission schools and premises, but this only makes it the more to be regretted that their education is of such an exclusive character. No doubt the reply which the heads of these excellent missions would make, would be, that it was mainly through learning Karen and being able to talk to the Karens in their own language, that they were able to attain the undoubted influence which they have obtained over these shy and retiring Karens, who learned to look upon white men, speaking their language and shewing such sympathy with them as to take the trouble to learn their mode of speech and bring it into existence as a written language, as their natural protectors. Thus far no doubt they were right. Then again they may say that all they have to do is to spread a knowledge of Christianity among the Karens, and that they are likely to be more successful in so doing by maintaining and fostering their segregation, than by bringing them too much in contact with the Burmans on terms of equality. In this too they may be right, though it seems doubtful whether greater good might not result by placing the Karens in a position to hold their own in trade and public callings. The special object however, with which it has been above suggested that the determination to adopt Karen as the channel of instruction was first arrived at, no longer exists. The missionaries of the present time possess the thorough confidence of such of the Karen people as are within the range of their influence, and they

are now willing to be guided by them to almost any extent; and it therefore seems to be a pity to continue any system of instruction which debars this interesting race from a fair share of the advantages open to the educated classes of the country. If the retention of the Karen language is desired on purely missionary grounds, then however creditable such a determination may be to those entrusted with the charge of these missions, it does seem to the Chief Commissioner to open up a question as to how far the Government in administering funds raised from general taxation, is justified in expending as much as it does in aid of these schools. It would under any circumstances be a matter of great regret to the Chief Commissioner to have in any way to decrease the Government grant to these Karen schools, for he knows of no schools in which so excellent an education is given at so low a cost, and it is always a real pleasure to him to inspect a school under the charge of the Society. The only fault they have perhaps is that the education which they afford is too good for people in the class of life to which the pupils both male and female, belong. If the Society could be induced to introduce instruction in Burmese among the junior classes, and gradually substitute Burmese for Karen, the good effect of these schools would permeate throughout the land, for the Karens are not collected only in separate tracts, but have their villages scattered about among the Burmese villages.

Female Education.

20. On the subject of female education, the Chief Commissioner is not altogether in accord with Mr. Nesfield. Mr. Woodrow's remarks which he quotes to the effect "That female education is a matter "in which Government should assist private en- "terprise rather than attempt a great social in- "novation itself" may be true enough in regard to people animated with the prejudices against female education which exist, amongst those with whom Mr. Woodrow has had to work, but the Burmans have no such prejudices; they gladly send their girls to the mixed boys and girls' schools, kept gratuitously by such of their countrymen and countrywomen

as adopt this form of public benefaction from religious motives, and would undoubtedly send them to good vernacular schools of a higher class, if satisfied of the respectability and good character of the teachers. Half or more than half of the business of the country is done by the women, and the only reason why they are behind the men in education is that they have of necessity been excluded from the monastic system of education which has for many generations been the only system open to the people of the country. It is perhaps to be regretted that the want of mistresses makes it impossible to establish separate girls' schools, but the Chief Commissioner is not altogether satisfied that for British Burma mixed schools are not better than separate schools. The girls will be subjected to an emulation which would not exist in separate schools for each sex. When some progress has been made in teaching girls at the mixed schools it will be possible, if it then appears advisable, to establish a Central Female Normal school. The attempt which was made to establish a school of this sort at Rangoon failed because the commencement was made at the wrong end, and an attempt was made to train absolutely uneducated girls to become teachers. Girls should be educated at the ness schools and then drafted to a Normal school.

Books, Maps &c.

21. The Chief Commissioner is unable to concur with the Director as to the uselessness of expending money on the preparation of vernacular school books. The importance of this subject has year after year been impressed upon the Department by the Government of India and by the Local Administration, and yet little or nothing has yet been done. The Chief Commissioner must positively insist upon the Director of Public Instruction taking this subject up in real earnest. He will see that for reasons already stated, the Chief Commissioner is not prepared to dispense with all form of vernacular education beyond that which is obtainable in the monasteries. Good test books must at once be prepared for the

use of the cess vernacular schools and for the Anglo vernacular schools. As regards a book in Arithmetic, the Chief Commisioner agrees with the Director, except that he thinks that not one Arithmetic book but a series of books, should be prepared; what is wanted in fact is a book on Arithmetic issued in parts; each part being published at a very moderate price. The first part should contain the most elementary rules and should be written especially for Burma; as pointed out by the Director all tables of weights and measures not in common use in the country should be omitted. The second, third and fourth parts might be prepared subsequently and come into use gradually in the better classes of schools.

22. It is difficult to understand what the difficulty is in providing a good Reader; indeed, the Chief Commissioner does not clearly understand Mr. Nesfield's objection to the Reader already translated by Mr. Sandys. If however it is unsuitable, the obvious remedy is to prepare one at once that is suitable; it cannot be a matter of much difficulty to find matter suitable for an elementary Reader for Burmese children. Again there must be some facts connected with the history of their own country under Burmese and British rule, and facts relating to India closely connected with Burmese history, which it is well the young generation of Burma should learn. It would certainly do good too if they knew something of the modern history of England, so far at all events as it bears on its present constitution and form of Administration, especially in relation to its dependencies in the East, and it does not seem to the Chief Commissioner that the preparation of an elementary manual of this sort would be difficult.

23. If the work on Natural Philosophy which Mr. Nesfield condemns as a Christian Tract is really open to that objection, it should not have been selected, but surely it is possible to obtain an elementary work on Natural Philosophy which is not capable of being so misunderstood.

24. In regard to Geography, no doubt many of the catechisms which are in use in our schools are the uninviting, uninstructive collection of useless details, and dry definitions, which they are said to be by Mr. Nesfield, but it is certainly not difficult to conceive the possibility of preparing a Geography for the use of schools in Burma, containing much that is instructive and interesting and indeed essential to know. A properly written treatise on the History, Geographical position, trade, habits and conditions of the people, and natural aspects of the principal countries and cities of the world would be exceedingly popular, not only as a class book, but as a study for adults. Why in all these years no such books have been prepared is incomprehensible.

25. As regards Maps, the Chief Commissioner is not satisfied that the Officiating Director's proposal to substitute manuscript for lithographic maps is a sound one. Under proper arrangements the lithographing of these Burmese maps need not be so expensive as he seems to think. The Surveyor General would no doubt be so good as to assist in the preparation of these Maps at Calcutta; the subject will be separately dealt with.

26. Regarding the source of supply for English School books, the Director should submit a special report in order that a reference may be made to the Government of India.

27. The Chief Commissioner is glad to observe the high terms in which the following Educational Officers, serving directly under Government are mentioned :— Services of schoolmasters.

Mr. Grey.
Mr. W. S. Sandys.
Mr. Ripley.

The high praise which is bestowed on Mr. and Mrs. Gilbert of the Moulmein Town School is, the Chief Commissioner is able to say from his personal knowledge, thoroughly deserved. The school

is of its kind far beyond anything that Mr. Eden has seen in any other part of India.

Various classes of schools to be supervised by the Educational department.

28. In conclusion the Chief Commissioner trusts that the Officiating Director will understand that the various classes of schools which should in his opinion be established, maintained, aided or encouraged by the Educational Department in British Burma, are the following :—

1. A Collegiate or High School.

2. Aided English Schools.

3. Government Anglo Vernacular Schools and Aided Anglo Vernacular Schools.

4. Government Vernacular Schools at Head Quarters of districts, where there is not sufficient demand for a Government Anglo Vernacular School.

5. Cess or Municipal Vernacular Schools.

6. Aided Vernacular Schools.

7. Monastic and Lay Primary Schools, giving a gratuitous education to the masses.

By order of the Chief Commissioner,

J. TALBOYS WHEELER,

Secretary.

RANGOON,
24th October 1872.

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REPORT

ON

PUBLIC INSTRUCTION

IN

BRITISH BURMA.

1871-72.

Mr. Hordern's departure.

1. Mr. Hordern left Rangoon on six months' leave a few days after the close of the past official year. I took over charge on 18th May, that is, ten days before the date on which the Annual Report becomes due. Mr. Hordern did not leave Rangoon without preparing notes for the guidance of his successor. I have quoted his remarks at their proper places in my own paragraphs.

Delay in submission of report.

2. I was prepared to submit a Report upon the work of the past year by about 30th June. But on referring to the Statistical Returns of the Government schools, I found that further delay would be necessary. I perceived that these returns were all incorrect, and that some were even defective, no entries having been made under certain important columns. I decided upon sending them back for correction and completion, as I thought it better to postpone the submission of the Report, than send up false or defective returns to the Government. The last of the required returns did not reach my office till 24th August. Even after the revision they had received, four out of the six were still erroneous : for example, the Headmaster of the Mergui School made the total annual cost of each of his pupils amount to Rs. 4,222-13. With the help of the four simple rules of Arithmetic, I was fortunately able to correct the errors made in the second editions. Again, on comparing the entries made in the Statistical Returns of the Aided schools with the figures furnished from the office of the Accountant General, I

found that there were numerous discrepancies as to the amount of aid which such schools had received from Government during the past year : and I was put to the greatest inconvenience at the last moment in revising, as far as I was able, the Tables of the different Aided schools, and in altering several entries which I had made in my Report, relying upon the correctness of the Tables submitted from the above schools. The greatest laxity appears to prevail in the preparation of the annual Statistical Returns ; and it is scarcely fair that such work should devolve upon the Director, especially as he has not always the requisite information at his command.

SECTION I.—GENERAL REPORT.

General statistics.

3. The total number of schools under the supervision of the department, at the close of the year 1871-72, was 44 ; of which 28 were Aided or Government schools, and 16 were unaided Primary schools, which received prizes from the Deputy Inspectors. The number of pupils, attending the 28 schools above mentioned was 2,456 ; there is no return of the number of pupils attending the 16 Primary schools. In the year 1870-71, the total number of Government and Aided schools was 31, and the number of pupils attending them was 2,360 ; while the total number of unaided Primary schools which received prizes was 50. This comparison shows a decrease of 3 in the number of Government and Aided schools, and an increase of 96 in the number of pupils attending them. As the number of scholars is more important than the number of schools, the general result of the year 1871-72 shows an advance upon that of the year 1870-71, so far as Middle and Higher Class schools are concerned. But the number of Primary schools receiving prizes shows a decrease of 34. This falling off is partly explained below in para 65, from which it will be seen that the Deputy Inspector of the Moulmein District had not held any examinations by the close of the year under report.

4. The usual statistics are shewn in the tabular form given below :— Table of statistics.

DISTRICTS.		Number of Schools.				Pupils attending.			
		Government.	Private. Missionary.	Private. Others.	Total.	Government Schools.	Private Schools. Missionary.	Private Schools. Others.	Total.
1		2	3	4	5	6	7	8	9
PEGU ...	Rangoon ...	1	5	16	22	54	795	248	1097
	Bassein ...	...	2	...	2	...	187	...	187
	Myanoung..	...	3	...	3	...	146	...	146
	Prome ...	1	...	2	3	60	...	...	60
	Thayetmyo.	...	1	...	1	...	36	...	36
TENASSERIM {	Maulmain ..	1	3	2	6	121	330	134	585
	Tavoy ...	...	...	...	...	...	...	...	...
	Mergui ...	1	...	...	1	56	...	...	56
	Shwe Gyen.	1	...	...	1	47	...	...	47
	Toungoo ...	...	1	...	1	...	...	54	54
ARAKAN ... {	Akyab ...	1	...	...	1	107	...	...	107
	Ramree ...	1	...	1	2	6	...	...	60
	Sandoway...	...	...	1	1	...	...	21	21
	Total...	7	15	22	44	505	1494	497	2456

5. The assignment from the general revenues for Education, Science and Art in the year 1871-72 amounted to Rs. 1,06,130, less than that of the previous year by Rs. 3,848. The expenditure from the same source was Rs. 75,402 ; which shows a saving of Rs. 30,728. The income derived from Local Funds amounted to Rs. 78,758-15, exceeding that derived from the general revenues by Rs. 3,356-15. Thus the total expenditure from Imperial and Local Funds amounted to Rs. 1,54,161-4-8. Income and expenditure.

Summary of expenditure.

6. The summary of expenditure is given below in the usual form :—

Charges.	Expenditure during 1871-72.								
	Imperial Funds.			Local Funds.			Total.		
	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.
1. Direction...	18,926	...	...	...	...	...	18,926	...	...
2. Inspection	...	...	...	...	...	...	...	...	...
3. Instruction (including all Education expenditure not coming under the above heads) ...	56,476	5	8	78,758	15	...	1,35,235	4	8
	75,402	5	8	78,758	15	...	1,54,161	4	8

Abstract of expenditure under each head.

7. The following table gives a detailed abstract of the expenditure under each head :—

Source of Charges.	Expenditure.												Total Expenditure from Imperial and Local Sources.			Per centage on Total.
	From Imperial Funds.			From Local Funds.												
				Fees and Fines.			Other Local Sources.			Total.						
	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	
Direction	18,926	...	...	...	...	...	...	...	...	...	...	...	18,926	...	...	12·27
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Higher Class Schools																
Government	11,807	4	3	4,252	...	...	...	...	...	4,252	...	...	16,059	4	3	10·41
Aided	8,000	...	...	18,262	14	1	1,304	6	4	19,567	4	5	27,567	4	5	17·88
Middle Class Schools																
Government	13,661	1	5	2,488	6	8	...	...	...	2,488	6	8	16,149	8	1	10·47
Aided	9,321	...	...	12,420	8	10	7,548	3	6	19,968	12	4	29,289	12	4	18·99
Normal Schools.																
Government	3,794	10	...	...	...	...	...	...	...	3,794	10	...	3,794	10	...	2·46
Aided	3,000	...	...	1,534	15	5	11,660	2	9	13,195	2	2	16,195	2	2	10·50
Female Schools.																
Government	1,161	6	...	...	...	...	...	...	...	1,161	6	...	1,161	6	...	·75
Aided	3,940	...	...	9,656	1	8	4,676	7	9	14,332	9	5	18,272	9	5	11·85
Literary Society ...	300	...	...	...	...	...	...	...	...	...	...	...	300	...	...	·19
Prize and Rewards ...	20	...	...	...	...	...	...	...	...	...	...	...	20	...	...	·1
Miscellaneous	1,471	...	...	...	...	...	...	...	...	...	...	...	1,471	...	...	·95
Total...	75,402	5	8	48,614	13	8	25,189	4	4	78,758	15	...	1,54,161	4	8	...

8. The following table gives an abstract of the receipts and expenditure of that portion of the Local Cess, which is set apart for Educational purposes :— The Local Cess fund.

RECEIPTS and EXPENDITURE on account of the Education portion of the 5 per cent cess in 1871-72.

Districts.	RECEIPTS.								EXPENDITURE.												REMARKS.
	Balance on 1st April 1871.			Collected in 1871-72.			Total.			Collection and management of the fund.			Grants-in-Aid.			Land measuring Schools.			Total.			Balance on 1st April 1872.			
	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	Rs.	A	P.	
Rangoon ...	40,732	14	4	11,478	7	9	52,211	6	1	1,127	2	3	8,420	9	11	...	...	...	9,547	12	2	42,663	9	11	
Bassein ...	24,270	11	8	5,349	14	11	29,620	10	7	533	9	1	3	8	0	...	...	...	537	1	1	29,083	9	6	
Prome ...	9,156	6	11	3,175	14	11	12,332	5	10	369	2	0	212	0	0	...	...	...	581	2	0	11,751	3	10	
Myanoung ...	12,726	2	11	3,098	4	10	15,824	7	9	254	11	6	...	...	...	...	...	...	254	11	6	15,569	12	3	
Thayetmyo ...	495	9	6	940	7	7	1,436	1	1	118	5	9	78	12	0	...	...	...	197	1	9	1,238	15	4	
Maulmain ...	15,286	13	6	4,167	0	3	20,453	13	9	626	9	10	370	0	0	...	...	...	996	9	10	19,457	3	11	
Mergui ...	3,141	14	1	697	4	9	3,839	2	10	96	3	3	...	...	...	...	...	...	96	3	3	3,742	15	7	
Tavoy ...	4,332	15	9	1,038	9	11	5,371	9	8	138	14	1	780	0	0	...	...	...	918	14	1	4,452	11	7	
Shwe Gyen ...	5,182	15	8	1,437	5	4	6,620	5	0	96	3	3	...	...	...	...	...	...	96	3	3	6,524	1	9	
Toungoo ...	1,266	12	10	365	1	9	1,631	14	7	49	9	1	...	...	...	...	...	...	49	9	1	1,582	5	6	
Akyab ...	29,569	1	2	5,255	3	7	34,824	4	9	728	6	3	490	12	0	312	...	...	1,531	2	3	33,293	2	6	
Ramree ...	6,119	0	9	1,291	11	8	7,410	12	5	200	0	1	250	...	...	...	...	...	450	0	1	6,960	12	4	
Sandoway ...	2,499	8	4	527	5	1	3,026	13	5	126	1	9	...	...	...	...	...	...	126	1	9	2,900	11	8	
Total...	1,55,780	15	5	38,822	12	4	1,94,603	11	9	4,464	14	2	10,605	9	11	312	...	...	15,382	8	1	1,79,221	3	8	

Comparison of Cess Fund with previous year.

9. On comparing the above table with that of the year 1870-71, the chief differences are as follows. The total amount collected in 1871-72 exceeds that in 1870-71 by Rs. 31,121. The cost of collection and management in 1871-72 exceeds that in 1870-71 by Rs. 169-2-6. The amount expended in 1871-72, under the column termed Grants-in-Aid, exceeds that spent in 1870-71 under the same column by the large sum of Rs. 8,602-3-5. The amount spent on Land-measuring schools in 1871-72 is less than that spent in 1870-71 by Rs. 1,069-11-7. The balance on 1st April 1872 exceeds that of the previous year by Rs. 23,440-0-7.

Analysis of expenditure on grants-in-aid.

10. The most conspicuous fact in the above comparison is the large increase of expenditure on Grants-in-Aid. It would appear from this that much progress had been made in regard to the Primary Monastic Schools, and that the Monks had now been brought into cordial co-operation with the action of the Education Department. It is necessary to observe that such is not the case, and that almost the whole of the above expenditure was devoted not to the encouragement of the Monastic Schools, but to their supersession. The expenses of the Rangoon Training School have been entered under the column termed Grants-in-Aid; and in this school teachers are being trained for the Primary Cess schools, which Mr. Hordern desires to be established by the Government, as soon as the teachers are ready (see below para. 49.) It is needless to remark that these new schools will, in proportion to their success, supersede the indigenous monasteries. The following analysis of expenditure under the above column was furnished from the office of the Accountant General. The sum of Rs. 780 sanctioned for the Tavoy district was not drawn. The sum of Rs. 8,420-9-11, spent in the Rangoon district was all expended on the Training School. The sum of Rs. 212 spent in the Prome district was employed in procuring pupils for the Training School. The sum of Rs. 78-12, spent in the Thayet-myo district was employed in

the same way. Out of the sum of Rs. 370, spent in the Moulmein district, Rs. 70 were spent in procuring pupils for the Training School, and the remaining sum of Rs. 300 in paying the salary of the Deputy Inspector for two months. The expenditure of Rs. 490 in the Akyab district is thus explained: the sum of Rs. 150 was spent in paying the expenses of pupils for the Training School travelling from Akyab to Rangoon, the sum of Rs. 126 in procuring those pupils, the sum of Rs. 114-12 in contingencies, and the sum of Rs. 100 in the inspection of Monastic Schools. The sum of Rs. 250 spent in the Ramree district was expended in the inspection of Monastic Schools. Thus the only sum that has been spent on the encouragement of the indigenous schools is Rs. 650: the rest has gone toward superseding them.

Table of expenditure on Educational buildings.

11. In accordance with Circular No. 26, Public Works, dated Simla, 14th June 1871, the following statement has been drawn up showing the expenditure of public money during the year 1871-72, on Educational buildings in this province :—

Expenditure from Department of Public Works Budget.	Rs.	A	P.	Expenditure from Educational Budget.	Rs.	A	P.
(a) Repairs	242	9	...	(d) Repairs to Government Buildings ...	1,000	...	...
(b) Minor Works (up to Rs. 200)	156	5	4	(e) Minor Government Buildings	1,247	...	...
(c) Larger Works (above Rs. 200)	15,730	15	9	(f) Minor Grants-in-aid (Rs. 1,000 and under)	187	...	...
				(g) Larger Grants (above Rs. 1,000)	...	...	...
				Total from Educational Budget	2,434	...	...
Total from P. W. D. Budget	16,129	14	1	Grand Total outlay...	18,563	14	1

Controlling agency.

12. The controlling agency last year consisted of a Director of Public Instruction, two or three Deputy Inspectors, and the Local Committees at each of the head-quarter stations. The Director is responsible for the inspection of all the Government and Aided schools of the Province, as well as the control of all educational matters. Each Deputy Inspector

was instructed to supervise and examine a selected number of the Primary schools of the district to which he was appointed. The Local Committees are entrusted with two duties; first, the administration of the Cess Fund to be spent on the Vernacular schools; second, the monthly visitation and annual examination of the Anglo-Vernacular school or schools of the district. It was hoped that the latter duty would supply to some extent the want of a European Inspector: but the inefficient state of most of the schools in the province as will be seen from Section II of this Report, shews that this hope has not been realized.

Need of additional means of inspection.

13. I fully concur in the opinion expressed by Mr. Hordern from year to year that if some additional means of inpection were provided, it would contribute greatly to the efficiency of the several schools in this province. The Director is the only European officer in the Department of Public Instruction; and while the work of the office increases from year to year, there has been no corresponding reduction in the distance between Mergui and Akyab, or in that between Rangoon and Toung-oo. Since I have been officiating as Director, matters have occurred at the Mergui School urgently requiring the presence of some officer on the spot: but I was prevented from going by the necessity of submitting the applications for Grants-in-Aid, which had already long been due.

Opinions of Chief Commissioners.

14. The need of an increased inspection agency has been acknowledged by two Chief Commissioners in succession: but different opinions have been expressed as to the kind of schools most needing inspection. General Fytche in Memorandum on Education Report for 1868-69 para. 30 was desirous "to see an Inspector of Monastic Schools appointed "to take charge of this portion of the Director's "work; for it is a portion which, to be well carried "on, requires the undivided attention of one man, "and the Director himself has many other things

"to do." The present Chief Commissioner in his Resolution on the Report for 1870-71 remarks in para. 11 :—"Even if the question of inspection as "regards the Primary Schools may for the present "be left to the Local Committes, assisted by the "four Deputy Inspectors, further inspection is cer- "tainly necessary for the Higher and Middle Class "schools." I presume it is not meant by this that the Inspector should give none of his time to the Vernacular Schools or Monasteries, but that his services are most wanted at present for the schools where English is taught. It appears to me there are two reasons why every Educational officer, whatever may be his rank in the department, should consider the visiting of the Monastic schools an important part of his work. Firstly, it would be more gratifying to the monks. In our attempts to vitalize the Monastic schools, our success will largely depend upon the degree of influence possessed by the Government officer over the minds of the monks and laymen. The Burmans are of all people respectors of persons ; and probably one visit from a Director or Inspector would go further than three or four from a Deputy Inspector. Secondly, a great economy both of time and money would be effected by this plan. For example, more than one day could certainly be well spent in the inspection and examination of the Mergui School : the month spent in waiting for the next steamer would not be wasted, but usefully employed in visiting the chief kyoungs in the town and neighbourhood. The same remark applies with some qualifications to such places as Ramree, Tavoy, Sandoway, Akyab and others. Again to travel from Rangoon to Toung-oo takes 15 or 20 days ; and there is but one Anglo-Vernacular School on the road. Almost the whole of the time spent both in going and returning would be wasted, if the officer did not employ the hours of halting in visiting the kyoungs on the way. Even in the Higher and Middle schools, the Vernacular classes require occasional supervision as much as the English classes.

Districts visited by Mr. Hordern.

15. The total number of schools inspected last year was 13 out of 33, and the districts visited were Rangoon, Henzada, Prome, Thayetmyo, Amherst, Shwègyen, Akyab and Ramree. Mr. Hordern writes :—"In accordance with the Chief Commissioner's desire I marched from Rangoon to Pegu "and so to the Sittang *en route* to Shwè-gyen, and "from Akyab I went up to Myo-houng, the old "capital of Arakan. At each of these places I conferred with the monks and principal men, and "made known the objects and wishes of Government regarding the education of the people."

Schools for General Instruction.

16. The schools for General Instruction have been classified into High schools, Middle Class schools, and Lower Class schools.

High Schools.

Impropriety of the title.

High School is the appellation given by Mr. Hordern to those schools which are striving or professing to prepare for the Calcutta Entrance examination. As the schools of this province have been brought nominally into connection with those of Bengal, and are affiliated to the Calcutta University, the appellation of High School appears to be out of place. A High School is a school with a College department. This department is attended by undergraduates, that is, by youths who have passed the Entrance examination, and are preparing for the First Arts degree. The schools next below the High Schools are divided into two grades, those of upper grade being termed "Higher Class Schools" and those of the lower "Middle Class Schools." A Higher Class School is one preparing for the Entrance examination. In Mr. Hordern's Reports however it is used as synonymous with High School, contrary to the custom of every province in the Bengal Presidency.

Number of High Schools in 1871-72.

17. In the year 1871-72 there were five schools in the province dignified with the title of High School. These are, the Diocesan School and St.

John's College in Rangoon, the Town School and the Government School in Moulmein, and the Government School at Akyab. Of these, the Rangoon Diocesan School and the Moulmein Town School are for the education of Europeans and Eurasians; while the remaining three are for the education of Burmans. The two schools first named had the title of High School fastened upon them so far back as the year 1868-69; but neither has yet sent up a candidate for the Entrance examination. Three candidates were sent up last year from St. John's College S. P. G. but all failed. The Moulmein and Akyab Schools received their new title at the close of the year 1869-70.

18. The following table shows the progress of the Government Schools of the Higher Class :— Comparative return of Government High Schools.

COMPARATIVE RETURN of Government High Schools.

Government Schools.	No. on rolls at the close of the year.		Average daily attendance.		Fees Collected.		Total Expenditure.		Expenditure from Imperial Funds.		Cost of each Pupil's Education.											
											Total Cost.						Cost to Government.					
	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.			1871-72.			1870-71.			1871-72.		
Akyab ...	157	107	127	92	1,946	2,616	9,027	8,829	7,081	6,213	69	12	3	81	15	7	37	6	3	57	11	...
Moulmein ...	207	121	157	64	2,080	1,636	8,130	7,243	6,050	5,594	39	2	10	59	6	8	36	13	2	45	14	2
Total...	364	228	284	156	4,026	4,252	17,157	16,072	13,131	11,807	108	15	1	141	6	3	74	3	5	103	9	2

19. The following table shows in the usual form the number and progress of the Aided Schools of the Higher Class :— Compaative Return of Aided High Schools.

Number of Institutions.		Number on rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.
2	3	198	388	178	338	18,339	27,567

20. St. John's College S. P. G. is the only school in the province, which has tried its chance at the Entrance examination. The attempt was unsuccessful. The following table gives the results of the examination :— Entrance examination.

ST. JOHN'S COLLEGE, RANGOON.

Names of Candidates.	English Language.	Burmese Language.	History and Geography.	Mathematics.
1. Ah Yin	Failed ...	Passed ...	Failed ...	Failed.
2. Moung Gyee ...	Failed ...	Passed ...	Failed ...	Passed.
3. S. S. Agabob ...	Failed ...	Failed ...	Failed ...	Failed.

From this table it appears that the two Burmese candidates both passed in their own language, and that one of them passed in mathematics. Thus far the result is very satisfactory; for it shows that the vernacular is not neglected, and that full attention is paid to mathematics. The failure of all the candidates to pass in English is not a matter to be much regretted; for to be able to answer the questions usually set in the Entrance examination is little or no guarantee that a lad can construct a clear grammatical sentence in English, or even write a legible English hand. What pays most in the Entrance examination is not a practical mastery of the English language, but a book-knowledge of etymologies, allusions, metres, and stock passages for quotation,

together with puerile attempts at literary criticism. I have read several letters written by Burman lads applying for appointments, and I consider the composition to be fully equal to that of Bengalees who have passed the Entrance examination. I mention this, not to praise the English acquirements of the Burman lads, which I am aware are very low, but to shew that the passing of the Entrance standard, if such a feat should ever be accomplished in Burma, would contribute little or nothing toward ensuring a better and sounder knowledge of English among the youths of Burma, than has been reached heretofore. As may be seen from Appendix C, the Town School, Moulmein, has produced a better style of English, than Bengal schools working for the Entrance standard.

Sub-Accountants in P. W. D.

21. A decisive proof of the low standard hitherto attained in the knowledge of English by the Burman lads is the failure of Government to find any young men fitted for the work of Sub-Accountants in the Public Works Department. At the request of the Chief Commissioner candidates from the various Anglo-Vernacular schools were invited to compete for these appointments, and the heads of each school were requested to nominate four of their most promising pupils for the competition. Of the five lads appointed the first resigned soon after ; and official notice was sent to this office that perhaps "a deficient knowledge of English was the real cause leading to his resignation." The second after full trial was reported as unfit. The third was retained as he showed signs of improvement. The fourth was discharged "owing to slow progress and want of knowledge of English." The fifth will be retained, "though his knowledge of English is defective." It was stated in conclusion that "until lads can be "obtained who possess a better knowledge of Eng- "lish than those now retained, it is not the inten- "tion of the Chief Commissioner to entertain any "more applications for employment from youths "now studying at the schools, from whence candi-

"dates have hitherto been selected." The schools concerned were St. John's College S. P. G., and the Government schools at Akyab, Moulmein and Kyouk Phyoo, respectively.

Causes of inefficiency of English Schools.

22. It has been usual to ascribe the inefficiency of the schools, where English is taught, to two causes; the irregularity of attendance on the part of the Burmese students, and the want of an increased inspection agency. I do not attach as much value to either of these alleged causes as Mr. Hordern has done. Irregularity of attendance is generally due to a want of attractiveness in the teaching; and Mr. Aldridge, the Headmaster of St. John's College, Rangoon, informs me that he has found the Burmese boys more regular in their attendance than he found boys in England. The schools have certainly suffered hitherto from want of sufficient inspection; but mere inspection will not supply the place of efficient teaching, and it would be scarcely worth while to make a large addition to the inspection staff, until the schools themselves are worth inspecting. I ascribe the inefficiency of our present Anglo-Vernacular schools to two main causes; the want of a suitable local standard of examination, and the want of competent Assistant Masters to teach the lower classes. I shall now attempt to show, what I think might be done toward removing each of these radical evils.

A Local Standard recommended.

23. The standard to which it has been attempted hitherto to raise the High Schools of the province, whether Government or Aided, is that of the Entrance examination to Calcutta University. As some of the above schools have now been nominally connected with the Indian University for the last five years, and none have yet matriculated a student, while only three candidates have yet come forward out of all the five schools dignified with the above title, it is time to consider whether it would not now be advisable to give up the hope of union with Calcutta University, and prescribe some local test more

suited to the capabilities and requirements of the province, a Government certificate being given to all who pass the required standard. It appears to me to be undignified to continue placing a school in the rank of Higher Class, when for the last five years it has never sent up a candidate, and possibly not even attempted to do so. But loss of dignity is less serious than the inefficiency caused by the want of some uniform test, by which the Higher Schools of the province could be compared from year to year, and brought into competition against each other. A standard of some kind is indispensable. Students must have some stimulus to exertion; teachers some definite result to aim at; employers some test of the fitness of candidates; and Government some means of comparing the efficiency of its various schools. The experience of the past justifies the prediction that many years will elapse, before any considerable numbers of Burman or Eurasian boys will have passed the Entrance standard of Calcutta University; and if a few might possibly succeed before long, by dint of the artificial and expensive stimulus of Government Scholarships, such a standard will not be conducive to the general interests of education in this province, until the majority of the best boys in the best schools have a fair chance of passing from year to year. In the mean while much good could probably be done, if Government would fix its own standard and give certificates to the successful candidates. This plan would answer all the purposes of a University without the needless appendages of a cap and gown, and the pretentious title of a University Degree. The test which I should propose to establish would be something analogous to that of the Oxford Middle Class examinations held every year in all the large towns of England, or that of the competitive examinations held in London for the lower branches of the Home Civil Service, modified of course according to the special requirements of this province. After some years' experience both in England and in India, I am led to believe that these examinations are of a more practical nature generally

than those of the Entrance standard, and especially as regards the study of English, the point in which the Anglo-Vernacular Schools are at present most deficient. Whatever may be thought of the ultimate utility of the Indian University Standards for the seminaries of British Burma, in preference to a local test especially adapted to this Province, it is at least unreasonable to expect that a new province, with an Education Department established only six years ago, can take a flying leap into the Bengal system which has been the growth of a century. The High Schools thus rapidly forced into print, but not into existence, are one of the most singular anomalies that could be found in the whole of our Eastern Empire. The Government School at Maulmain was dubbed a High School for the first time in 1870-71, while it was under the management of the late Head Master, Mr. Thompson. This High School at that time was not even a good Primary School, as is shown below in para. 136, Section II.

Opinions of Headmasters.

24. From visits which I have recently paid to some of these schools, I have ascertained that the title is disliked by the Headmasters, because it places them in a false position. All whom I have seen would be gladly relieved of the incubus of the Entrance examination. Mr. Gilbert, of the Town School Maulmain, whose success has been recognized on all hands, ascribes the popularity and usefulness of his school partly to the fact, that he has made it a point of honor to keep clear of the Entrance examination. He has felt it his duty to devote as much time and labour to the lower classes as to the higher, and to give such a training to his pupils as will qualify them for the occupations they are likely to pursue in after life. The parents themselves cordially encourage him to persevere in this useful endeavour; and nothing would impair the confidence he now enjoys so much as to spend the best part of his time and strength in cramming up a few male students for the Entrance examination. The opinion of Mr. Croley, Headmaster of the Diocesan School, Rangoon, which was given me unask-

ed and before I had seen Mr. Gilbert, is opposed to the Entrance examination. He tells me that his situation is one of great perplexity. He is desired by the Director of Public Instruction and by the majority of the School Committee to prepare for the Entrance standard; but the parents themselves are either indifferent or averse to it, and will not keep their sons long enough in the school to give him any chance of passing them. The consequence is that he pleases neither party: for he can neither send up candidates for the Entrance examination, as he is desired by his superiors, nor devote as much attention to the younger boys, as he is desired by their parents. When the parents, who are the chief supporters of the two leading schools in the Province, object to the Entrance standard being taught, it is surely unwise to attempt to foist it upon them, merely to carry out a crude project entertained by the Education Department. Mr. Gray, the Headmaster of the Akyab High School, professed himself willing to work up to any standard required of him, but considered the English course of the Entrance standard artificial and unsuited to the tastes and circumstances of his pupils. It is very creditable to Mr. Gray that some of the boys in his class can trace the etymologies of some English words to their Latin roots: but I confess I should prefer to hear them repeat from memory choice passages from their Pali scriptures. It would be better for the boys themselves. They have learned a smattering of the sacred language in the Monasteries; but the repetition of Latin etymologies (which is one of the exactions of the Entrance standard) is nothing better than pretentious ignorance. On mooting my proposal of a local test to Mr. Adams, the Headmaster of the Maulmain High School, he said he would much prefer it to working for a standard, which at present is very far beyond the reach of his first class, and is not likely to be attained even by a few for many years to come. A private communication from Rev. C. Warren, Superintendent of the S. P. G. Schools in the Pegu Division, is precisely to the same effect.

25. It is interesting to notice that the want of some local standard was recognized, though in my opinion not adequately provided for, by Colonel A. Phayre, late Chief Commissioner, more than nine years ago. In a minute, dated Rangoon 29th April 1863, he thus writes : " It was some time ago sug- " gested to me, that it would be a great help to the " cause of education in British Burma, if an order " were issued that young men educated at Govern- " ment Schools, or at schools receiving Grants-in- " Aid, should not be taken into the Government ser- " vice without a Certificate from the Headmaster or " other superior of the school at which they studied, " that their education was complete. * * * * * * * " After consideration I am of opinion that the pro- " position is a good one. Its tendency will be to " further the cause of education, and perhaps to in- " fluence the general conduct of students. I there- " fore direct that as a general rule no young man, " who has been at a Government School in British " Burma, or at a school receiving aid from Govern- " ment, shall be received into the Government ser- " vice, unless he produces a Certificate from the " Headmaster or other superior of such school, that " his education has been completed." The proposal in para. 21, merely aims at carrying out the above measure more fully. It defines what the Government will consider " a complete education " by establishing a uniform standard of examination ; and it places the awarding of Certificates in the hands of impartial public examiners, instead of leaving it at the private disposal of Headmasters, who are more or less interested in praising their own pupils. The present state of things is most anomalous. Large sums of money are spent every year in the cause of English education among the natives of this Province, and yet there is nothing whatever to show whether one school is better than another, nothing to stimulate either teachers or pupils, and nothing to certify to the attainments of young men seeking employment either in public or private offices. It is no wonder that the quality of the higher education has made

Minute by Colonel A. Phayre in April 1863.

no progress for the last ten years: indeed signs are not wanting that it has deteriorated.

Limits of English education defined.

26. The extent, to which English education should be carried among the Eastern races subject to our rule, is one of the vexed questions of Indian politics. As I have here suggested the adoption of a Government standard, it will not be irrelevant to declare my conviction that the State is not bound to provide a higher standard of education for its subjects than is required by a regard to its own wants and to the general welfare. So long as there is a demand for men possessed of a certain training, and no other way of meeting that demand except by the agency of the State, it devolves upon the State to educate a limited number of men up to this point. If after this any should desire to enter the higher paths of English Literature, History, Science, or Metaphysics, it is open to them to do so: but the State itself is not concerned in this matter. A high standard of English education is not necessary either for the requirements of the public service or for the developement of private industry. On the contrary, it has been found to work much mischief, wherever it has beeen introduced, by disturbing social arrangements, shaking religious convictions, exciting vain aspirations, and creating a large class of disloyal and discontented place-seekers. "Knowledge alone," says Lord Lytton, "is not friendly to content. Its "tendency is to increase the desires, to dissatisfy us "with what is, in order to urge progress to what "may be. In that progress many unnoticed martyrs "must fall baffled and crushed by the way. To a "large number will be given desires they will never "realize, dissatisfaction of the lot from which they "will never rise." This passage affords an unintentional, but true, description of the effects which have been produced bv over-education in certain parts of our Eastern dominions.

Incompetence of Assistant Masters.

27. The other cause to which I ascribe the present inefficiency of our Anglo-Vernacular Schools

is the want of competent Assistants Masters to teach the lower classes. The utter incompetence of the men now employed is the crying evil of the schools of this province. It is the first thing that struck me in every school I have examined; and it is the first complaint which the Head-masters make to me. The boys, when they come up to the second or first class, are so badly grounded, that no efforts on the part of the Headmaster can make up for the time wasted, or bring this crude material into proper form. The men who teach the lower classes are almost always Burmans, the refuse of other callings, the dregs of office clerks, men who can teach nothing but a pernicious habit of learning from the book without understanding anything. The reason is that they understand nothing themselves, except very superficially. It is notorious that Asiatics, unless specially trained, are constitutionally bad teachers. But in the case of these men, hereditary dullness in the art of teaching is coupled with the fact, that they are very imperfectly acquainted with the language they have to teach. There is no exaggeration in this language. One of the young men dismissed from the Public Works Department, on account of his ignorance of English, immediately applied to be appointed to some post in the Education Department, and pleaded that as he was picked out of his school as being the best educated boy in the list, he was well qualified to become a Teacher. If our High Schools were what they ought to be, his claim would have been very just; and many men very far inferior to him in their knowledge of English are at present holding appointments. It is obvious that if we want efficient teaching we must secure efficient teachers, and that as this class of men does not exist at present, the first thing to do is to endeavour to create it. Until this want is supplied, it will be impossible to satisfy the present demand for intelligent office-clerks possessed of a practical mastery of the English language: and the only result that could be realized by the adoption of a local standard would be a paper

reform, analogous to the paper High Schools brought into a nominal existence by official edicts. At present the majority of the students attending the Anglo-Vernacular schools are worse taught, so far as Reading and Writing are concerned, than many of the boys brought up in the despised Monasteries, the difference of language. not being taken into account. They scarcely receive a good Primary education in the English language.

Means of procuring competent Masters.

28. It appears to me that the only means, by which it would be possible to raise a class of young Burmese teachers for the Middle Class schools, would be first to create a first-rate High School for the education of natives, and then attach to it a Normal Branch, composed of the most promising students in the school, their ability having first been tested as pupil teachers. A High School, such as I should propose to create, would be one staffed entirely with English or Anglo-Burman teachers, to whom English is the mother tongue; and I should make it an indispensable condition of their being employed that they should be thorough masters of the Burmese language. In my own opinion it is necessary that every teacher at a High school should be prepared to teach both languages. The best way of acquiring a thorough knowledge of two languages is by translating either orally or on paper from one to the other: this is the practice adopted in Europe, in every school where two languages are taught. If the students are compelled to think alternately from one language to another, their teachers are scarcely in a position to help them, unless they are familiar with both. This important principle has been neglected hitherto in the High Schools of this province. The lower masters, being Burmans, do not know English except very imperfectly, and the first two masters, being usually men appointed from Bengal, do not know Burmese at all. And further, the practice of teaching the two languages separately is encouraged by the present arrangement of providing a special Master for teaching the vernacular.

Salaries of Masters at High Schools.

29. If the proposed plan were adopted of esta-

blishing one or more High Schools staffed entirely with English or Anglo-Burman masters capable of teaching both languages, it would be necessary to readjust the salaries given at the present High Schools. The salaries offered to all masters below the second would not be high enough to attract and retain the kind of teachers above described. This would lead to a considerable increase in the cost of the establishment. But this increase of cost might probably be counterbalanced by a reduction in the number of teachers and by raising the fees. Instead of the 7 or 8 Assistants employed in the present High Schools, four would be sufficient, provided the number of students admissible into the school were limited to a hundred. The expense of a Vernacular teacher could be spared in such schools. The examination for admission might be made stringent, and a fee of Rs. 4 or even 5 might gradually be charged, as in the High Schools of Bengal. I believe the Burmese are quite as keen after English education, as the Bengalees; and I do not think they would refuse to pay a higher fee than that charged in the present High Schools, provided they were assured that a decidedly superior training would be given, and that this training would probably make them successful men after leaving school. The present expense of scholarships could be spared, as there would be no longer any necessity to pay a few favoured lads to work for the Entrance examination to Calcutta University. The new stimulus to exertion would be the offer of a certificate for passing in the standard prescribed by the Government, as suggested in para 23. A school which once acquired the reputation of passing a large number of candidates every year would attract the keenest intellects of the country, and set them in competition against each other. Such schools would become the really High Schools of the province, and no higher education need ever be provided by the State.

Number of High Schools required.

30. In my own opinion the educational machinery of the Province would not be complete, unless

three such High Schools were established, one for each Division, situated at Akyab, Rangoon, and Moulmein respectively. The bases of two such schools already exist at Akyab [redacted] Moulmein. Each High School would became [redacted] at educational centre, and could be made to s[redacted] to each Division its various demands for inte[redacted]tual labour. It could supply intelligent officers for certain branches of the public administrat[redacted] specially trained Teachers for the Middle Class [redacted]hools in the several districts; and Examiners for the Primary schools in the village monasteries. It could probably supply a better class of teachers for the Land-measuring schools. There is much work to be done in the Education Department, and there are many who would be glad to be employed in it: but I know of none fit to be entrusted with the interests either of Middle or of Primary education, simply because there is no school in the country, where a training is given such as would fit men for such work. The present High Schools do not answer any of the purposes, for which such schools are maintained; nor do I believe that they will ever do so, until they are reconstituted on the plan proposed.

Decay of Pali learning.

31. I cannot close the subject of the higher education, without adverting to a fact, which I believe has never before excited official comment, the decay of Pali learning in the monasteries of British Burma. This circumstance is calamitous. The Pali language is the bulwark of the national faith and the basis of the national literature. But under British rule the study of this language has been gradually declining, and the monasteries are slowly but surely losing the respect and veneration they formerly enjoyed. This is one among the many tributaries to the stream of general decay with which the monastic system is threatened. Pali holds the same position in Burma, as Sanscrit in India; but nothing has been yet attempted or even thought of for preserving this classical and sacred language in the memories and affections of the generation, which has sprung up under the

new order of things. In former days, as now in Independent Burma, the monasteries were the national seats of learning, corresponding in character to the Medieval Schools of Europe, or the Sanscrit toles of India. I am told that with the exception of a khyoung at Henzadah and perhaps a few other places, there is now no monastary in British Burma which has retained its ancient reputation. It would be well if something could be done to foster the study of Pali among the young of the present generation.

Middle Class Schools.

Number of Middle Class Schools.

32. This appellation is not given, as in Bengal, to schools which are working as far as the 3rd class of an Entrance school, but to such as are teaching up to the standard of the Government scholarships. Last year the schools of this class under the supervision of the Education Department were 16 in number, of which 4 were Government schools, and 12 were Aided. Besides these there were a few Anglo-Vernacular Schools which received no aid.

No distinction between the Middle and High Schools.

33. There is no real difference at present between the High and Middle Schools of this Province. The only difference lies in the salaries, the fees, the curriculum, and the title. But the curriculum prescribed for High Schools has not yet been reached, nor has any decided difference been established between the attainments of the respective students. At Moulmein for example there are three Anglo-Vernacular Schools; one is ranked as High, the other two as Middle. It would never occur to any one, who examined these schools, that they occupied different places in the tables of the Education Department. The highest class in the High School is doing the work of the fourth course prescribed for such schools; that is, it is three whole steps removed from an Entrance Class, and is one step below the level of a good Middle Class School. In such a case, the title of Higher Class School, much more than of High School, appears to be premature.

Government Schools of the Middle Class.

34. The Government schools of this class are situated at Prome, Kyouk-Phyoo, Mergui, and Shwè-gyeen. All but the Mergui School were inspected. The general result to be ascertained from Mr. Hordern's inspection notes is very unsatisfactory. Not one of the Government Middle Class Schools came up to the level of the Aided schools at Henzadah. The Kyouk Phyoo school is the only one, of which a favourable report was given by Mr. Hordern, and this school at the time of inspection was not found to be in a higher state of efficiency than the Aided school at Thayet-myo. The inspection report on the Shwè-gyen school shews that the boys were fairly taught as far as they went, but that the standard reached was no higher than that attained at the Aided school at Myanoung, to which a Grant has been denied during the current year on the grounds that it did not reach the Standard of a Middle Class School. The inspection report on the Prome school is so unfavourable, that there is no Aided school with which it can be compared. The Mergui School must have suffered from the disagreement between the Second Master and the Headmaster during the latter portion of the year.

Comparative return of Government Schools.

35. The following table shews the progress of the Government Middle Class Schools during the past year :—

COMPARATIVE RETURN of Government Schools.

Government Schools.	No. on rolls at the close of the year.		Average daily attendance.		Fees Collected.		Total Expenditure.		Expenditure from Imperial Funds.		Cost of each Pupil's Education.											
											Total Cost.						Cost to Government.					
	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.			1871-72.			1870-71.			1871-72.		
Kyouk-Phyoo...	85	60	63	58	292	...	4,392	4,392	4,100	3,746	51	10	5	72	6	0	46	10	5	61	11	0
Prome ...	63	60	51	48	581	821	4,230	3,779	3,649	2,958	66	1	6	62	3	6	57	0	1	48	10	5
Mergui ...	20	56	15	46	38	585	619	4,222	581	3,595	34	15	2	75	6	7	30	15	11	64	3	4
Shwe Gyen ...	...	47	...	45	...	536	...	3,979	...	3,360	...	...	...	84	9	9	...	...	...	71	8	1
Total...	168	223	129	197	911	2,487	9,241	16,372	8,330	13,659	152	11	1	294	9	11	134	10	5	246	0	10

Aided Schools of the Middle Class.

36. The number of Middle Class Schools receiving aid in 1871-72 was twelve against fourteen in 1870-71. The twelve schools Aided in 1871-72 were among the Aided schools of 1870-71. The absence of two schools from the list of 1870-71 is thus explained. St. John's College S. P. G. has now been enrolled among the High Schools; a rank which seems almost too low for a seminary bearing the title of a College. But all such ranks and titles are merely nominal in Burma. The S. P. G. Boy's School in Moulmein was given up by that Society, and received no aid during the past year.

Comparative return of Aided Schools.

37. The following table shews the number and progress of Aided Middle Class Schools compared with the returns for the year 1870-71 :—

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.
14	12	1,127	966	1,123	823	50,706	29,289

Opening of English Classes at the Monasteries.

38. I believe that all the Middle Class Schools of the Province, so far as the Burmans and Chinese are concerned, could be eventually carried on through the machinery of the Monasteries, if Government would supply the teachers. No attempt has been made hitherto to bring our English schools into connection with indigenous institutions; and it was proposed by Colonel A. Phayre, formerly Chief Commissioner, to establish a Government English School at the principal towns of each district in the Province. I respectfully submit that every argument used by Sir Arthur Phayre for retaining Primary education within the hands of the Monastic Order applies with equal force to Middle Class education : for the plan now suggested would enable us to utilize the buildings already existing instead of erecting fresh ones, and it would "leave with the people all the autho-" rity which belongs to time honored establishments."

The influence of the Government and Aided schools has done much to lower the prestige of Monastic teaching, and to divert the intelligence of the country into a new channel. If English classes could be opened at the Monasteries, it would go far to strengthen the hold of the Phoongyee schoolmaster upon the rising generation, and it would help to restore to the Monasteries some of their ancient dignity as the national seats of learning.

Agreement between Head Monk and Government.

39. The following agreement might be made between the Head Phoongyee and the Government. The Government would supply the teachers and pay them, about four teachers for each school. The Phoongyee would supply one or two separate buildings to be entirely devoted to the English Classes; and would consent to give up his boys for three hours at least daily to the English teachers, and to allow the English branch of his school to be inspected by a Government officer, whenever it should be thought necessary. During the remaining hours of the day, the boys would be given over entirely to the care or tuition of the Phoongyee. No boy would be eligible for admission into the English Classes, who could not pass a good examination in his own Vernacular. This rule would make the pupils attach fresh importance to the lessons given by the Phoongyee. I have good reason to believe that there would be no great difficulty in finding Phoongyees willing to accede to these terms. One has given me his consent already, provided his laymen do not object. The priesthood of every country dislikes to see the education of the people pass out of their own hands.

The Harbang School in Chittagong.

40. The possibility of attaching a Middle Class School to a Monastery is shown by the actual existence of one such school in the district of Chittagong. I quote the following description from the report of Mr. Grimley, late Officiating Inspector of the South East Division in the Province of Bengal. "The "Harbang School for Mughs has so improved that

"four boys passed the Vernacular Scholarship ex-
"amination; and, as an encouragement to the school,
"two of the successful candidates were elected to
"spare Scholarships which I had at my disposal.
"The school is held in the Khioung, a strange look-
"ing bamboo structure of pagoda form, raised seve-
"ral feet above the ground and approached by a
"rough ladder, consisting of a log of wood cut into
"steps, resting one end on the ground and the other
"on the door sill. It is the village temple, used
"morning and evening as a house of prayer, and is
"the great resort of the people in all their social as
"well as religions gatherings. Inside is an image
"of Buddha, held sacred by the the Mughs. The
"Rowli, as the high priest is called, Gana Miyn,
"feeds and clothes the indigent pupils, gives prizes
"to the boys, and rewards to the pandits for special
"industry, and confers other benefits on the school
"of a like substantial nature. He is a simple-mind-
"ed, intelligent man, of some erudition; and when
"I saw him he was engaged in making a Bengali
"translation of a Mugh Code, descriptive of the
"duties of a high priest, and written in the time of
"Buddha, more than 2,400 years ago. I have sent
"to the International Exhibition in London some
"manuscripts which he gave me, including a copy
"of the Kichibeda, a treatise on grammar, composed
"by one Kichi 1,922 years ago. His head is closely
"shaven, and he wears the yellow silk dress, the
"garb of the priestly order. He is seldom seen
"without a cheroot, and when he goes abroad, car-
"ries an enormous umbrella made of brown paper
"stiffened with wax, and is usually attended by five
"or six of his disciples." This picture is the more interesting as it appears to have been drawn by one who had never visited Burma. It will be observed that the pandits above alluded to are laymen attached as teachers to the Monastery; and as this school is included by Mr. Grimley among "the 5 Government Middle Class Schools in Chittagong," it may be inferred that the teachers are paid by Government, in the manner I have suggested above. In a Middle

Class School in Bengal, boys learn Arithmetic, Algebra, Euclid, History and Geography,—the same kind of curriculum as that adopted in Burma. The Harbang School is not English, but Vernacular. If similar Vernacular Schools could be established in the towns and large villages of Burma, in connection with the Monasteries, more permanent good would be done than by establishing English Schools through the same machinery. But I am afraid the monks of Burma would not admit lay teachers into their monasteries merely to teach Burmese; as they did not take kindly to the efforts of the Cricuit Teachers. I believe however they would gladly admit laymen to teach English, on account of the increased importance it would give them in the eyes of the people at large.

Advantages to be gained.

41. If this plan could have been carried out from the first, it would have saved much expenditure on Government buildings and on building-grants, to Aided schools. But the chief advantage to be gained is that of preserving social union and individual morality among the people of the Province. A division of sentiment, which unless it is checked is likely to grow wider, is springing up between the Phoongyees and the young men trained at the present English Schools. Phoongyees, whom I have consulted complain that the rising generation do not shew them the respect due to their office; and that the English-taught youths are neither Christians nor Buddhists. The custom of the country is to attach a boy from a tender age to some Phoongyee, whom he is told to worship as his model and spiritual guide. The extraordinary respect shewn by the people to the Monastic order is chiefly due to the early inculcation of this lesson. But the above practise, though still preserved outwardly, has become a mere form in the case of those children, who are sent at an early age to an English School, where they are separated entirely from the Phoongyees' influence. The result is that the old sanctions of morality are never fairly imparted, and no new ones succeed to

their place. There is much reason to fear that such men will not be careful to repair or rebuild the schools and temples of the poor.

A Lower Standard for Middle Schools.

42. It will be seen from paras. 28 and 30 that the teachers for the Middle Schools would be supplied from the High Schools, a Normal Branch being established at each High School for that special purpose. If the High Schools were then made to supply teachers for the Middle schools, these in their turn should be made to act as feeders to the High Schools. To secure efficiency in the Middle Schools it would be necessary to prescribe a Government standard, lower than that prescribed for High Schools, and to offer a Certificate for passing it. This would supply a stimulus both to teachers and pupils and whenever two or more such schools existed in one town, as might happen at Rangoon or Moulmein, it would set them in healthy competition against each other. The same Standard together with the Certificate could be offered to the lower classes of the High Schools, provided it were made a preparatory step to the higher standard. This plan would materially contribute to the efficiency of the High Schools.

Payment by Results.

43. The salaries of the teachers provided by Government for the Middle Schools might be made to depend partly upon the number of pupils they could pass each year in the standard prescribed for such schools. An uncompromising system of Payment by Results is pernicious, owing to the violent fluctuations it produces from year to year in the resources of a school. From purely accidental causes a school might do badly in one year; and yet if its resources were materially curtailed at that time, it might never again recover from the blow. Such is the effect which a ruthless enforcement of the above system has produced in Bombay. I should recommend a fixed annual payment to be made to each teacher, and a capitation allowance for every boy who passes the prescribed standard. None but

inefficient teachers would dislike a system, which makes their income depend partly upon their success.

Need of Government examiners.

44. But the plan of Payment by Results could not be put into effect, unless several officers were appointed to examine the different schools: one at least would be required for each division. It would be necessary that the examinations should be held by officers of the Education Department, and not by Local Committees, so as to ensure as far as possible a uniform standard of merit throughout the schools of the Province. Such work could not be done efficiently by any but those who have the requisite time and labour to bestow upon it, and whose past experience as teachers gives them a special fitness and zeal for such work. The officers appointed should be trained English Schoolmasters, well acquainted with the Burmese language. Their work would consist not merely in examining the Middle Schools once or twice a year; but in visiting each school in rotation, and in taking classes for several weeks together on the occasion of each visit. They would in fact answer to a class of officers much used in England, termed "Organizing Masters." By this means every school would be well inspected, and the Burman teachers would be constantly learning new hints in the art of teaching. It will be observed that the measures proposed in the last three paragraphs would raise the efficiency of the Middle Schools, whether they continue to exist on their present footing, or whether they should hereafter be attached to the Monasteries.

Prizes for Pali Scholarship.

45. In order to encourage the study of Pali among the young of the present generation, and at the same time to give the monks a direct personal share in the higher education of the people, it might perhaps be expedient to establish prizes for proficiency in Pali Scholarship. Pali is almost the same language as Sanscrit; and the study of such a language is calculated not only to cultivate a literary taste and embellish the national literature, but to

preserve the ancient traditions of the country in the minds of the next generation, and counteract the demoralizing effects of English education.

Lower Class Schools.

Mr. Hordern's classification.

46. The Primary Schools of the Province have been divided by Mr. Hordern into three classes, Monastic, Secular, and Missionary. The Missionary Schools are those attended by the Karen converts, some of which are the fruits of the Catholic Mission, and others of the American Baptist Mission. What are called the Secular Schools are indigenous schools for boys and girls kept by lay members of the Buddhist Church, and occasionally by women. I am told that they are no more secular than the Kyoungs. A secular school means one which teaches any subject except religion; but I am informed by intelligent Burmans that these schools teach nothing but religion, with the single exception of Arithmetic. The third Class, called Monastic Schools or Kyoungs, it is needless to describe. They have been uniformly ranked as schools of the Lower Class. Though this is certainly the position they hold at present under British rule, it is not the rank they formerly enjoyed under native Governments. I do not consider it conducive to the national welfare that they should be always condemned to a rank, which must lower their value in the estimation of the people.

Abolition of the Circuit Teachers.

47. One special feature in the work of the past official year was the final abolition of the Circuit Teachers. It was by means of such officers that a secular course of study was to be introduced into the curriculum of the Monastic Schools, on the plan devised several years ago by Sir Arthur Phayre. No addition was ever made to the four men originally appointed; and their operations were carried on in a very desultory manner. Last year only two were remaining and these were dispensed with at the end of January 1871-72. It was found that they had entirely failed to convert the monks into secular teachers, and that the most they could do

was to impart a little secular teaching themselves to a few individual boys.

All Primary schools self-supporting.

48. It is the singular and enviable boast of this Province, at present, that it is better provided with Primary Schools, than any other portion of our Eastern possessions; and that every one of these Primary Schools is entirely self-supporting. There are no Primary Schools at present, either supported or aided by Government. A few years ago the Christian schools in the Karen villages were in the habit of receiving annual grants; but they have not applied for a renewal of their grants, since the time when the grants were stopped by order of the Government of India, although permission to renew them was afterwards given to the Local Government. These schools no longer lean on the aid of the State, and there is nothing to shew that they have become less efficient. It appears that a voluntary system has sprung up among the Karen converts. Again the indigenous Buddhist schools, whether kept by monks or laymen, have been self-supporting from time immemorial. The Kyoungs have been built, and the wants of the teachers supplied, by the voluntary liberality of the people. As I have explained above in para. 10, out of the sum of Rs. 10,605-9-11 mentioned under the column of expenditure on Grants-in-Aid, the only amount which is clearly traced to Grants-in-Aid is the insignificant sum of Rs. 650. Even this expenditure should not be considered in the light of Grants-in-Aid. A Grant-in-Aid is a gift from the Government in answer to a formal request made by the Managers of a school, which is not self-supporting. Nothing that has yet been spent by the State on the Monastic schools can be represented in this light. The books, on which some of the money has been spent, have not been given by the State as a favour to the monks, but accepted by the monks as a favour to the State. The rewards that have been given to boys for passing in any of the standards prescribed in 1870-71, are not Grants-in-Aid, but prizes, such as are given annually in the Government schools.

No Grant-in-Aid has ever been applied for either by monk or layman, and no money has ever yet been spent on the support of the indigenous schools of Burma.

Mr. Hordern's plan of Cess schools.

49. Mr. Hordern has left the following remarks upon a proposal to establish Primary Class Schools in the Central villages: "Here occurs the very "important, and pressing question of the way in "which we are to employ the Teachers whom we "are training for Primary Schools in the Rangoon "Government Training School, and some of whom "will be qualified next year. Upon this point I "have a decided opinion. By the time these men "are qualified to serve, we shall have sufficient "books for the work, and it will be easy to frame "a detailed course of study, extending over say four "years. The trained masters will of course be as "officers of the department, under strict subordina-"tion, and the only question is where they are to "be posted. That any monk will be found willing "to admit a teacher as a permanent master in his "school, holding his classes in the Monastery at "fixed hours and under fixed rules, is I think at "least doubtful, and I would avoid the initial error "(with the risk of failure at the outset) of attempting "this except at the special request of the head of a "Monastery. I think it is conceivable that here-"after monks may be found to prefer such a request, "but I would strongly recommend that at first our "mode of proceeding should be (1) to continue to "selected schools the distribution of books and "periodical examination of pupils, and occasional "holding of classes, if desired; (2) to place each "trained teacher at some central village, to erect a "school building from the Local Funds Capital spe-"cially set apart for the purpose, and to form a "Model Primary School at each of such stations. "No fees whatever should be charged in Cess "Schools, except to children of parents exempt from "the Cess. The Cess fund has been paid for the "benefits arising from the schools, and to demand "fees would be to demand a second payment for "the same article."

50. I think it necessary to point out that the manner in which Mr. Hordern proposes to employ the teachers now being trained in the Rangoon Training School, is in direct opposition to the terms, on which the establishment of the school was sanctioned by the Government of India in May 1869. I feel it my duty to bring this fact clearly before the notice of the Government; and for this purpose I have had all the correspondence on this subject printed in Appendix A. The letter (1) contains Mr. Hordern's original application in February 1869, for the establishment of the Training School. The letter (2) contains the reply of the Chief Commissioner, in April 1869, in which he consents to the proposition, but only on the understanding that the Teachers to be thus trained shall be employed in raising the character of the Indigenous Schools and not "in supersession of the efforts of the Monks and other Indigenous schoolmasters." The letter (3) contains Mr. Hordern's disavowal of any such endeavour. The letter (4) of the same year contains the application of the Chief Commissioner to the Government of India asking for sanction to the establishment of the Training School, and specifying at the same time that the teachers so trained should be employed either in the Monasteries or in the other Indigenous schools, and that no Cess schools were to be established by the Government except in places destitute of the usual means of Primary education. The letter (5) dated May 1869 contains the sanction of the Government of India to the establishment of the Training School for the purposes specified in the Chief Commissioner's letter; the same letter declares its strict adhesion to Sir Arthur Phayre's plan, para. 4, and sanctions the Training School only on that understanding, para. 5. The letter (6) dated August 1871 contains on enquiry from the Chief Commissioner as to the several steps taken by Mr. Hordern for improving the Monastic schools of the Province. The letter (7) mentions in reply that one of the steps taken was the establishment of the Training School, sanctioned by the

Original object of the Training school.

Government of India for the express purpose of carrying out Sir Arthur's plan. It is clear then that the Training School was established with a view to carrying out Sir Arthur Phayre's scheme, and not to the establishing of Cess Schools by the Government. General Fytche went so far as to declare that in the choice of candidates for admission preference should be given to those, who would consent on leaving the school to adopt the yellow robe and teach in the Kyoungs as Monks. (See letter 2, para. 7; and letter 3, para. 3.) Since the final abandonment last February of Sir Arthur Phayre's scheme, I am not aware for what reason the existence of the Training School has been prolonged; as there is no official record, from which the information could be drawn. I have heard that Primary Schools are scarce in the island of Cheduba.

Remarks on the scheme of Cess schools.

51. Mr. Hordern has not stated what advantages, material, or moral, or both, he expects to confer upon the people by the establishment of Cess Primary schools at the large central villages. As these villages or towns appear to have done very well without them for the last two thousand years or more, it is necessary to obtain an answer to this vital question, before entertaining the above scheme. It would then be time to enquire whether the traders and shopkeepers in the central villages have not been able hitherto to read and write or to keep their accounts and manage the affairs of their trade; whether it is expedient that intellectual instruction should be entirely divorced from religious sanctions; whether it is the part of a liberal and sympathetic Government to set up schools foreign to the hereditary tastes and sentiments of the people; whether in the present decline of the Monastic system it is advisable to weaken the hold of the Phoongyee schoolmaster upon the rising generation; whether the establishment of rival schools by the Government would be likely to further our object of bringing the Monks into a cordial co-operation with the wishes of Government in the matter of Primary education;

whether a State system of Primary education is on the whole better than one which is voluntary and self-supporting; whether the Government Primary schools would be better managed than the Government Higher schools have been of late years; whether the young laymen sent out from the Training school would have more power than the Monks to enforce regular attendance at the hours of study. My own opinion at present is, that if we establish Primary Cess schools in villages already sufficiently supplied with the means of Primary education, we shall get no thanks from any one for our good intentions; and may see reason to regret it ourselves.

52. The following paragraphs contain Mr. Hordern's last views on the Monastic schools.

Mr. Hordern's views on Monastic schools.

"So far as at present reported, the results in the "different districts vary to a remarkable degree. "In some districts as Mergui, it appears that no- "thing will induce the Monks to fall in with the "wishes of Government in the matter; while in "others there seems a fair prospect of success, and "I have even received a letter signed by upwards "of thirty Phoongyees in Tharrawaddy, expressing "their readiness to adopt a system of secular in- "struction and asking for the support and protec- "tion of Government. In Arakan some success was "obtained last year, but on the occasion of a con- "ference which I recently held at Myo-houng, the "central stronghold of Budhism in Arakan, both "Monks and Loogyees declined to have anything "to do with the plan, and begged for a separate "Vernacular school. Now I wish in the first place "to say very plainly that although from the first "I reported against the attempt to work upon the "Monastic schools, upon grounds fully set out in "my Annual Reports, yet no one has more at heart "than I, the success of the measures we have adopt- "ed, and for the details of which I am responsible. "At the same time I am very strongly of opinion "that we should most carefully note the manner in

" which our plans are received, in each place and by " all classes, and should be always prepared to mo- " dify or change them as may appear necessary, " even if it should ultimately involve the abandon- " ment of the present scheme.

53. " Much is written and said now a days of the " irritating effects of our legislation, especially in " matters affecting the daily life of the people ; and " I am deeply impressed with the importance of " avoiding, in a measure of this kind which affects " religious as well as social interests, steps which " may produce a more general and bitter irritation " than perhaps any errors of legislation in what " may be thought more important matters. Our " present plan of Vernacular education has on the " face of it every thing to recommend it. It as " pires to rest on the foundation of a national and " historical institution ; it is very economical, and it " has the support of a great name. It is perhaps " still premature to speak finally upon the merits of " the scheme, but I am quite sure that Sir Arthur " Phayre, were he in Burma now, in his genuine " reverence for the people and all that touches their " religion and intimate social relations, would be the " first to shew a readiness to modify his views in " accordance with circumstances, or to withdraw " from the position taken up, should it appear un- " tenable."

54. " And I may say plainly also that although " Mr. Savage's report of last year led me to entertain " some hopes of ultimate success, I am more and " more disposed to anticipate that it will not be " mainly through the machinery of the monasteries " that we shall effect our object of placing a sound " secular education in the Vernacular within reach " of the people generally, although we may succeed " in getting that machinery to work in harmony " with our own. No one I think, who with some " knowledge of Budhism and the Monastic order " enters one of these institutions, and discusses the

" subject with the monks, can fail to be impressed " with the somewhat intrusive character which our " endeavours necessarily assume. In offering books " of a secular character to Buddhist monks, I have " felt much as persons must feel, who distribute " tracts in public conveyances, as for instance, " Positivist tracts in a community of Evangelical " Christians. The tracts are politely received, but " they are not wanted, and they do not produce the " intended result; and so we cannot wonder, if the " offer of books on other than religious subjects to " men, whose whole ambition it is to abstract their " minds from all that is worldly, is not very warmly " welcomed. As it was said at Myo-houng, the " younger monks are those who alone are likely to " take up the study of our books; but the higher " they rise in the order, the more are they bound " to relinquish all learning which is purely secular. " At all events I am of opinion that it will be " injudicious to do more than place our scheme be- " fore the monks, as a purely voluntary measure, " or except in a very indirect way to have recourse " to a pressure from the lay supporters, which might " bear the semblance of a threat. The order is in " many parts of the country in a state of great anar- " chy and confusion. It has no Head to guide or " control it, and anything which tends to increase " the prevailing discontent, among so influential a " body, ought surely to be carefully avoided.

55. " It may appear that in urging the necessity " of caution in employing the influence of the laity " over the monks, I am withdrawing entirely from " the position which I took in my last report, para. " 49. It is not so however in reality. I do think " the influence of the laity should be largely made " use of, but only indirectly, not by urging the laity " to neglect those monks who decline to fall in with " our views, but merely by pointing out to them the " advantage of a good secular education, and leaving " them to judge which school is the best, the ori- " ginal Monastic School, or that in which our books

" have been received and adopted. Even thus we " shall hardly avoid the widening of the breach be- " tween the several hostile sects of the Monastic " Order, although we may gain a footing which will " eventually be of the utmost service.

56. " What then should be our immediate aim, " and how shall we best reach it? In a few words " I will try to express my own opinion. Our aim " should clearly be that laid down by the Chief " Commissioner, which is, first, to save from possi- " ble, if not imminent, decay the machinery of " Monastic School education and the beneficial in- " fluence which it unquestionably exercises over the " mass of the people, to strengthen and not to wea- " ken the hold of the Phoongyee Schoolmaster upon " the rising generation; and secondly, as far as pos- " sible to draw over to our side the leaders of the " order, and obtain their co-operation in the work " of diffusing a sound secular education."

57. " I may here express my belief that the " extent to which even an elementary education is at " present diffused has been greatly exaggerated, " perhaps chiefly from conclusions drawn from statis- " tics of Gaols. I have reason to believe that very " many can write their own names, and are thus " entered in Gaol records as able to read and write " who can do no more."

58. " Now to effect our object it is obvious that " the means employed must be conciliatory in their " nature, and must above all things be free from any " suspicion of political force. Nor does such force " seem to be called for. There is no question that " the people are generally ready and anxious to " receive all that we are able to give, and although " the almost universal cry even in remote villages is " for *English*, so that I believe nothing would be " easier, were the machinery at hand, than to teach " English to every man of the population,—yet even " in the Vernacular such instruction as we hope to " impart will be gladly enough accepted, and I am

"by no means sure that even an act enforcing compul-
"sory attendance at school would be altogether
"unwelcome to the people."

59. "I think then that as regards the Monastic
"Schools we should be content with the most gra-
"dual advance; indeed, that paradoxical as it may
"seem, we should best preserve the Monatic School
"with its religious influence by leaving it alone, or
"at least by abstaining from anything, but a very
"general interference. I would continue to confine
"our attention mainly to those Monasteries which
"have been specially selected for improvement,
"increasing the number as opportunity offers and
"funds are available. But I would assume no
"interference in the management of such schools,
"unless upon the requisition of the monks them-
"selves. I would have the Deputy Inspectors in
"these schools limit themselves to the examination
"of pupils under the rules laid down, and the ex-
"position of the books to those willing to study
"them. The holding a class in such schools, I
"would make entirely dependent upon the decided
"wish of the monks."

60. "Nothing would perhaps more conduce to
"the success of this part of the work than the
"appointment by Government of influential monks
"in central stations, as Superintendents of Primary
"Education within certain districts, and this step I
"am disposed to think might at least be tried as an
"experiment. It would of course be necessary to
"define the limits of the Superintendent's authority
"and its relation to that of the Deputy Inspector."

Deputy Inspectors appointed in 1871-72.

61. It remains to speak of the work of the Deputy Inspectors appointed last December to inspect and examine some of the selected Monasteries. Four were sanctioned last December, for the four districts of Rangoon, Moulmein, Bassein, and Akyab. But for some reason, which I have not been able to ascertain, none were appointed for the districts of Bassein and Akyab. I find however that an ex-

ceptional appointment was made for one month in the Prome District. Each of the Deputy Inspectors kept a diary of what he did on each day of his inspection tour; and all appear to have done the work entrusted to them, to the best of their ability. An analysis of each diary will be given presently.

Time of their operations.

62. It is to be regretted that the operations of these officers did not commence before the middle of the dry season. This season, which is the most convenient for travelling, is the most unsuitable time of the year for ascertaining the state and capabilities of the Monastic Schools. One of the Deputy Inspectors, observes that "the rainy season is the "only time when the boys attend regularly, the "working season being given in aiding their parents "in the field work." Another writes to the same effect. Mr. Savage reported in 1870-71 that in the 27 Khyoungs visited by him in the Akyab district, "the average attendance in the dry weather was "214, and during the rainy weather 500." It is evident then that the best time for visiting and examining the Monastic Schools would be the last month of the rainy season, when the boys have had three or four months of unbroken preparation. I find on a close examination of the three Diaries submitted last year, that in some few instances even the Head Monks had gone away from their Monasteries. In the Rangoon district about $4\frac{1}{2}$ per cent are specified as being absent at the time of the visit; in the Maulmain district, no less than 14 per cent. It is needless to add that in such cases the schools were temporarily broken up.

Diary of Moung Bwâh.

63. Moung Bwâh is the secular name of the Phoongyee Oo Ee Thow Dah, who was appointed Deputy Inspector on probation in the Rangoon district. The following are the chief results to be gathered from his diary. In the course of his travels from 24th February to 25th April he selected and examined 63 Khyoungs, besides visiting a large number of smaller Khyoungs of which he has made no mention in his diary. In no case was any un-

willingness expressed by the Head Monk to allow his boys to be examined. He passed thirty four boys in Standard I, two in Standard II, and one in Standard III. One of the thirty four boys who passed in Standard I, was from a Lay School. The rest were all from Monastic schools. Among the selected schools he distributed 15 books on Geography, 74 on Arithmetic, 63 on Land measuring, and 78 Spelling books. The examinations were held on the same day as that on which the school was visited. The prizes (mis-termed Grants-in-Aid in the printed Circulars) were all given in the form of money, none in the form of books.

Diary of Mr. Aslan.

64. Mr. A. Aslan was appointed temporarily by the Local School Committee to examine the indigenous schools in the neighbourhood of Prome. His diary, dates from 28th February to 26th March. Within that time he singled out and examined 12 Monastic Schools, and 2 Lay Schools, mis-termed Secular. He spent from 1st to 13th March in visiting the schools to give notice of the examination to be held on his return; and from 14th to 28th March in holding the examinations. The plan, adopted by Moung Bwâh, of examining every school on the day of his visit, was more economical of time; though a short notice might perhaps be expedient for bringing the boys together. Mr. Aslan passed one boy in Standard I, and three in Standard III. These three were students of a Lay School of great promise in the village of Deyindahoh. The other was from a Monastic School in the village of Tawyah. No case is recorded of any Phoongyee refusing to allow his boys to be examined.

Diary of Moung Shoay Boh.

65. His Diary dates from 7th January to 11th May. He was ordered by the Local Committee at Moulmein to make a tour through certain townships, find out the wishes of the Head Monks at each Khyoung, and select certain schools for an examination to be held at some future time in the rainy season. He spent from 17th to 29th January in visiting and selecting the schools of the Amherst

township, from 30th January to 5th February in visiting those of Thatone; from 6th to 18th February in visiting those of Beeloogyoon; from 19th February to 2nd March in visiting those of Gnine Salween; and from 2nd March to 2nd April in visiting those of Moulmein. In the Amherst township he selected two schools; in Thatone five; in Beloogyoon five; in Moulmein twenty-one; total thirty three. After having selected the schools to be examined, be commenced a new tour for giving books to the chosen schools. But I do not know why the distribution of books was not made in every school at the time of selection. It would have saved the time of the Deputy Inspector, as well as given more time to the boys for preparation in the books in which they would be examined. He spent from 5th to 10th April in giving books to the chosen schools of the Moulmein township; from 18th to 21st April to those of Amherst; from 24th to 27th April to those of Thatone; from 29th to 31st April to those Beeloogyoon; from 1st to 3rd May to those of Salween; from 4th to 8th May to a few more schools of Moulmein township. Thus far all the schools visited and selected were Monastic. From 8th to 11th May he was employed in visiting the Lay schools of the Moulmein township. He visited 19 in all, and selected one out of the nineteen for the future examination. Here the Diary ceases. As no examination had up to that time been held in any Khyoung or Lay school, no results can be recorded, such as are given in the other two diaries. The total number of Monastic Schools visited by Moung Shoay Boh was 190. Twenty seven Head Monks were absent at the time of the visit, thirty three objected to the future examination, sixty four consented, and the wishes of the remaining sixty six are not specified. It seems scarcely encouraging to examine only 34 schools when nearly double the number proposed a willingness to undergo it.

Order for the selection of Lay Schools.

66. Two of the Inspectors, Moung Bwah and Moung Shoay Boh, were instructed by the Director

of Public Instruction to select 30 of the most promising schools in the district placed under them, and to take care that one third of these should be of the class termed Secular. It was found impossible however to obey this order, as the Lay Schools are generally speaking not as far advanced in secular knowledge as the Monastic, and the number of such schools compared with that of the Monastic is far less than in the proportion of one to two. It is difficult to understand the reason why such an order was passed, as the statistics given in the Education Report for 1869-70, para. 24 show that the so-called Secular schools are to the Monastic in the proportion of one to ten. Neither Moung Bwah nor Moung Shoay Boh could select more than one good Day School in the whole of their respective districts. Mr. Aslan however found two such schools, and from one of them there were three boys who passed in Standard III. This however appears to be a very exceptional case, and the general experience has been that the Khyoungs are superior to the Lay Schools in quality, besides being ten times as numerous.

General result of the past year in Primary education.

67. The general conclusion to be drawn from these and previous Diaries as to the present state and future capabilities of the Monastic schools is, so far as appears on the surface, deplorable. Several different districts were traversed by Deputy Inspectors both in 1870-71 and in 1871-72, and the best of the Monastic Schools in each district were singled out for examination and for future improvement. In these selected schools examinations have been held in the simplest elements of knowledge, but scarcely any boys have been found able to pass. It would appear, then, that the Monastic Schools are almost, if not entirely, worthless as Secular Seminaries; and this in fact is the opinion expressed by Mr. Hordern in para. 54, where he declares his anticipation that "it will not be mainly through the machin-" ery of the Monasteries that we shall succeed in " placing a sound secular education within reach of

"the people generally." If this is true, the only practical inference to be drawn is, that secular schools must be established forthwith by the Government out of the proceeds of the Cess Fund, as recommended by Mr. Hordern in para. 49. I am convinced, however, that the premises leading to this sad result are erroneous, and that the state of Primary education in Burma is not as gloomy as it has been painted.

Proposed Scheme of Primary Education.

Object of proposed scheme.

68. Before dismissing the subject of Primary education, I shall insert in this place an outline of the scheme, which I laid before the Chief Commissioner last June, embodying my own views as to the best plan of dealing with the Monastic Primary Schools. The text so to speak, of that scheme was the declaration made by the Chief Commissioner in his Resolution on the Education Report of 1870-71: namely, that "the object now to be kept in view is "not so much the forced improvement of the Mo- "nastic Schools to a much higher standard, as their "subjection to such fostering influences, as shall "prevent their deterioration and eventual disap- "pearance as one of the institutions of the country."

Scheme of Col. A. Phayre.

69. The first attempt to bring the Monastic Schools into connection with the Government was made in 1866-67. The plan then tried was that devised by Colonel A. Phayre, formerly Chief Commissioner. The aim of this scheme was not to preserve the Monastic Schools from decay or deterioration, (a contingency which does not appear to have been foreseen at that time) but to raise them to a very much higher standard as Secular Seminaries, to convert them in fact into becoming the means of teaching the elements of Geography, Ancient History, Surveying, Astronomy, and other subjects, to the agricultural population of Burma. To bring about this result a Director of Public Instruction was appointed, assisted by subordinate officers, termed Circuit Teachers. Four such officers were

appointed to put the scheme upon its first trial: but the scheme was not found to answer, so far as it had been tried; and the plan of Circuit Teachers was finally abandoned last year.

Scheme sanctioned by General Fytche.

70. The scheme next devised for raising the standard of the Monastic Schools comprised the two following measures; the appointing of a Deputy Inspector to each district, and the application of the Grant-in-Aid system to such schools as seemed most susceptible of improvement. This policy was, I believe, devised by Mr. Hordern, and sanctioned by General Fytche, the late Chief Commissioner, (see Memorandum of Four Years' Administration, p. 31). It was put on trial for the space of one month in 1870-71; and a second trial was made late in the year 1871-72. On each occasion the Deputy Inspectors were commissioned to introduce as far as possible new books and new methods of teaching; and to examine the students attending the Monasteries according to four Standards issued in 1870-71 by the Education Department. It was decided that the Grants-in-Aid should be conferred on the well-known principle of Payment by Results, the results to be ascertained by the examinations that would be held in each Monastery by the Deputy Inspectors. It was an essential feature of the above scheme, that a selection should be made in each district of the schools that appeared most willing to adopt the books and methods recommended; and that until these few schools were brought into entire co-operation with the wishes of Government, the remaining monasteries should be ignored for the time being.

71. With a view to explaining my own scheme, I shall first show in what respect the policy sanctioned by General Fytche appears to be inexpedient, and then dwell upon those points that are deemed worthy of retention. The object of the scheme recommended is not, like that of the two preceeding, to raise or secularize the Monastic

Schools, but to keep them up to their present pitch of usefulness as Primary Schools for the agricultural population.

Objections to an Inspection-policy.

72. The policy of placing the Khyoungs under an inspection agency is a radical departure from the practice of former times. The Khyoungs are private schools, supported by the voluntary gifts of the laymen, for spiritual as well as educational purposes, and not subject by right to the civil authority. This is the footing upon which they have existed from the first; and on this footing they have continued through many centuries to be both useful and popular. I cannot but regard any radical departure from the lessons of the past as a dangerous experiment. I am aware that the Inspectors have been instructed that they can do nothing without the consent of the Phoongyee, and that "they are admitted by courtesy and not by right," But all such precautions will gradually lose their effect. These officers will feel that there is a certain work expected of them by the Government, and the pressure of this feeling will not leave much room for scruples of delicacy on behalf of the Phoongyees. I am aware too, that in some cases the Phoongyees have welcomed the Government Inspector and professed a readiness to act upon his advice. But it is abundantly clear from every report or diary submitted, that many of them have resented his visit as an intrusion and his advice as an interference. It is doubtful whether those who have been compliant hitherto will always continue to be so. The novelty of a first visit from a Government officer, and the fact of being selected for future improvement, might be flattering to the vanity of a Phoongyee; but I question whether he has ever fully realized prospectively what it is to lose his independence and to have his private labours made subject henceforward to the interference of outsiders, who neither employ him nor support him. This anticipation has been confirmed by information recently given me by Moung Shoay Boh, the Moulmein Inspector. He

tells me that on his second or third visit to some of the selected schools, the Phoongyee took refuge in the retreat of his monastery, and refused to come down and see him.

73. The irritation, which I fear for the future, and which to some extent has been displayed already, appears the more likely to occur, when the quality of the Inspectors is compared with that of the inspected. The social position of the Inspectors is low in proportion as that of the Phoongyees is high. The circumstances which render a Deputy Inspector useful in India, do not exist in Burma; but every thing exists to render him useless or worse. In India the Deputy Inspector is alway a fellow-country man, a man of good family, and a graduate of some University; while the schoolmasters subject to his authority are seldom his equals, and never his superiors in wealth, learning or social position. In Burma everything is reversed. The Phoongyee is not a schoolmaster, but a priest, one of whose functions is to teach; while the Deputy Inspector is a layman, an alien perhaps both in race and creed, and certainly regarded as an inferior notwithstanding his official capacity. It is scarcely to be expected that a religious body, jealous of the dignity of their office, and mindful of the traditions of their order, beloved and respected by all classes of the laity both as the preachers of virtue and as the living exemplars of the law of life prescribed by Buddha, will cheerfully submit to be instructed by an inferior class of educational officers.

74. Looking at the inspection policy from the layman's point of view, I cannot see any redeeming features. I submit that if State inspection is to be applied at all to the Monastic Schools, the agency employed should be of such a character as would teach the laity to respect the priests, and the priests to respect themselves. But our present policy will I fear have the opposite effect. The inspection of these schools is handed over to a subordinate class

of officers as the special work for which they were appointed, while the personal supervision of the only high officer in the Department cannot be spared from the English speaking Schools. The example thus set by the State will tend to lower the Khyoungs in the estimation of the people, and thus contribute one more cause to their deterioration, if not to their decay. If the Phoongyees submit to resign their hereditary dignity and independence into the hands of Deputy Inspectors, they would not be deserving of the high respect they have enjoyed hitherto. The respect of the laity is the secret of the long life and popularity of the Monastic Schools, and whatever action the State may take in regard to these schools, our first care should be to preserve this respect undiminished.

Primary Education in Burma, compared with that in England.

75. Even if there were no evils attending an inspection policy, I should still advise a discontinuance of the measure, on the simple ground that the Monastic Schools do not need inspection, that they are already doing the work of Primary Education very fairly, and that it is better to leave well alone. The advocates of an inspection policy appear to me to fall into the fallacy of confounding the means with the end. The end is for the most part attained already. Mr. Savage, who least of any one can be accused of being partial to the Phoongyees, acknowledges that had "not Arithmetic been a bar, almost "every boy I have seen would have carried off "prizes in the 1st, 2nd, and 3rd Standards of ex-"amination; and even in Arithmetic many boys "showed a fair knowledge of the Badin* But the Education Department, as if there were no value in this result, has never yet ceased to believe that Khyoungs are almost or quite useless for secular purposes, and that they will continue to be so, unless new books and new methods of teaching are adopted by the monks. Complaints are reiterated from year to year against the want of school discipline, the incomparable idleness of the monks, the irregular hours

* Education Report for 1870-71, Appendix p. xviii.

of study, the inconstant attendance of the boys, the bad methods of instruction and in short everything that happens to run counter to English prejudices or offend superficial observers. I regard all such objections as irrelevant. Provided the end is attained, it makes no difference whether a school is conducted on the English or the Burman place. So long as the Phoongyees continue to be the means of conferring upon the majority of the male population of Burma the inestimable benefit of being able to read and write, and in most cases to count, they are supplying a want for which the State would be utterly incompetent to provide a substitute. It has been observed by the Chief Commissioner, that "there is no coun-"try certainly in the East, where such a large "majority of the people can read and write fairly." (Review on Education Report for 1870-71, para. XI.) But I have seen no recognition of the fact, that so far as the male population is concerned, England itself will not bear comparason with Burma in the matter of Primary Education. At least 25 per cent of the men in the British Army are wholly illiterate. In the Gaol population of England the number of prisoners, who cannot sign their names, is at least double that in the Gaol population of Burma. In the recent discussions on the Ballot Bill in the House of Commons, it clearly came to light that a very large number of the electors in every constituency would not be able either to read the blank form of the Ballot paper or inscribe the name of their candidate. It is notorious that it has lately been found necessary in England to pass a law for compulsory education; and this necessity has been acknowledged by every political faction in the country, whatever differences may exist as to some of the details. Not only is secular education less widely diffused in England than in Burma, but the standard of learning acquired by the majority is no higher, and even the methods are in some respects much the same. I have had some personal experience in the supervision of Primary Education in England, and can speak with confidence on this

point. Reading and writing are chiefly, if not entirely, taught through the medium of religious books. The only History and Geography systematically studied are those relating to the Hebrew Scriptures. It might be said that such knowledge is more true than that derivable from the Sacred books of the Buddhists; but yet the aim and general character of such studies is precisely analogous. There is no labouring man in England who could tell you the seas, the islands, and the countries he would have to pass in going from London to Sebastapol by water. Of the history of his own country he knows nothing except a few recent traditions. The mower that whets his scythe at Runnymede has never even heard of the bloodless victory won by his forefathers on that hallowed spot. It is possible that he may have gathered some vague hints relating to certain scientific and political theories, which have filtrated down from the classes above him: but all such knowledge (if it can be called by this name,) is involuntary, forced upon his mind unconsciously by the pressure of surrounding influences, and not in any degree due to the education voluntarily acquired at school: nor can it be doubted that a Burman, with his Monastic training, would be equally susceptible of the same impressions, if his country happened to produce them. If we wish to compare the degree of secular instruction given in the Primary Schools of England with that given in the Khyoungs of Burma, we cannot go wrong if we look to the standards of examination for Primary Schools issued by the Committee of Council of Education in England. I find on reference that the only secular knowledge required by these Standards is Reading, Writing, and Arithmetic, and that these very standards are with a few trivial changes of expression and arrangement the same as those issued in 1870-71, by the Education Department of British Burma, (See Appendix B.) It is very surprizing after this to read the disparaging remarks expressed from year to year upon the benighted state of the Monastic Schools and the bad system on which

every thing is done. I give the most emphatic denial to these assertions. Some of the charges are untrue, others result from a failure to appreciate the methods employed by the monks. I submit that the men, who are the saviours of their race from moral and intellectual darkness, should be allowed to follow the methods, to which both they and their pupils are attached, and which have produced results unequalled hitherto in some of the most advanced nations of Europe. The English mode of conducting a school may be intrinsically the best; but in the hands of the Buddhist clergy it might be far less successful.

Definition of Primary Education.

76. The last utterance of the Director of Public Instruction is "that it will not be mainly through "the machinery of the monasteries that we shall "succeed in placing a sound secular Education within "reach of the people generally" (see para. 54.) The Director of Public Instruction, so far as I know, has never yet defined what a sound secular education for the masses is; I am therefore quite at a loss to know what it is which he excepts to place within reach of the people generally, or the means by which it is to be done, if the Khyoungs in every village are incompetent for the purpose. To prevent a dispute about words I define a sound Primary Education to consist in Reading, Writing and Arithmetic. This is all that is contemplated in England in the law for compulsory Education, and that in an age more remarkable than any other for its material tendencies. The ideal which Thomason desired, but failed, to realize in the North West Provinces of India was "to "have every peasant in the country taught to read "and write and cipher with sufficient intelligence to "keep the accounts of his own lands and to under-"stand the nature of his own rights and his own tenure." This is precisely what the Phoongyees are doing to a very large extent in Burma: while in the North-West Provinces it was found by Thomason, that less than *five per cent* of the boys of a school-going age received any instruction at all.* In the

* See Howell's Education in British India, page 47-8, dated Calcutta, 1872.

face of these facts it is impossible to regard the Phoongyees with any other feelings than those of gratitude and admiration. As to the programme of studies, which Sir Arthur Phayre desired to substitute for the time—honored curriculum heretofore in use, I must respectfully observe that it is Utopian, quite unwarranted by the present state or the past history of any peasant population in the whole world. A sound, if elementary, knowledge of Geometry, Land-measuring, Geography, Ancient History, Surveying, Anatomy, Astronomy, and "other subjects which would follow in time,"* is extremely desirable, wherever it can be attained. But until the peasants of our own country have set the example, and dispensed with the necessity of working in the fields, I do not see that we need be distressed about the ignorance of the peasants of Burma. At present there is a large majority of English gentlemen, who have never mastered the whole of the above programme even in the elementary form, in which it was proposed to introduce it into the schools of the peasants and labourers.

Reading as taught by the Monks.

77. The method by which the Phoongyees teach Reading, and the unsecular nature of the books taught, have been much complained of. They begin by teaching the Thimboongyee or Burmese Primer. The next step is to teach religious books written on palmyra leaves, where Pali terms are placed side by side with their Burmese equivalents. The last step consists in laying aside the Pali Scriptures, and teaching the boys to read a consecutive narrative in the Burmese language. The circuitous and apparently unmethodical character of this plan gives no satisfaction to minds which can appreciate nothing but the practise of English schools. The only point we are concerned in, is the question, whether it has answered or not. In order to bring this question to a decisive issue, I put the following case to Moung Bwâh the Deputy Inspector of the Rangoon district: "Suppose there are two boys equally clever

* See Education Report for 1868-69, Appendix C.

" and of the same age, and each is allowed the same " time for learning to read, if one of them is taught " on the English method and the other on the " Phoongyee's method, which of them would be the " best reader within the given time ?" He said that to the best of his belief there would be no difference. Even if there were a slight advantage on the side of the English method, it is counterbalanced by no less than four advantages on the opposite side : first, the Phoongyees know their own method and prefer it, and if they attempted to teach on any other, they might be very unsuccessful ; second, to teach on their present plan is believed by them to be an act of religious merit, and this conviction affords a constant stimulus to exertion : third, to learn on the present plan is no less an act of religious merit on the part of the pupils, and this inducement is not a substitute for, but a clear addition to, the worldly motives prevailing elsewhere : fourth, the present method is the medium, through which the Phoongyees impress the first truths of their religion upon the minds of the young. This last point is certainly not least in importance. It should never be forgotten that the aim of Monastic Education, as of all education which is not pernicious, is the training of the character, and that the practical precepts sanctioned by the religion they teach are quite as pure and ennobling as those of Christianity. In proof of this statement I appeal to the testimony of a learned and impartial Bishop of the Catholic Church. " There are many moral precepts equally command- " ed and enforced in common by both creeds. It " will not be deemed rash to assert that most of the " moral truths prescribed by the Gospel, are to be " met with in the Budhistic Scriptures." " Both " creeds teach man to combat, control, and master " the passions of his heart, to make reason predo- " minate over sense, mind over matter, to root up " from his heart every affection for the things of this " world, and to practice the virtues required for the " attainment of these high objects." " In reading " the particulars of the life of the last Budha Gau-

"dama, it is impossible not to feel reminded of "many circumstances relating to our Saviour's life, "such as it has been sketched out by the Evange- "lists." (The Life or Legend of Gaudama, p. 494,5, by the Right Reverend P. Bigandet.)

Proof that the Monks are not ignorant of Arithmetic.

78. As to the knowledge of Arithmetic, I think I am able to prove that the Phoongyees, as a class, are more competent to teach this subject than is generally supposed. The common impression is that a large majority of the Phoongyees are wholly unacquainted with the art of ciphering. I have calculated from the remarks annexed to Returns A. in Mr. Savage's report of 1870-71 that 67 per cent of the Phoongyees in the Akyab district are more or less acquainted with a system of Burmese Arithmetic, termed Badin. I recently consulted Moung Shoay Boh, the Moulmein Inspector, as to the state of their knowledge in the Moulmein district; he thought that about half knew something of Arithmetic according to their own system. I consulted Moung Bwâh, the Rangoon Inspector, as to the state of their knowledge in that district; he told me that most of them know the four Simple Rules, perhaps half know the Compound Rules, and that a few could work the Rule of Three in their own way. The testimony of Moung Bwâh, who is both a Phoongyee and a Deputy Inspector, deserves our implicit reliance; and it entirely corroborates the testimony independently given by Moung Shoay Boh, and that unwittingly given by Mr. Savage. Turning from the testimony given by the 3 Deputy Inspectors, we can bring the matter to a practical test by observing how very general the knowledge of Arithmetic is among the Burman people. An English merchant, residing in Rangoon, informed me that every petty trader, coming from any part of the Pegu Division into Rangoon port, is in the habit of drawing up his own account and submitting it to the merchant's office for approval. The same gentleman, when he resided in Calcutta, found very few Indian traders of the same class who were

equally clever. Now as almost every male in Burma has received his education in a Khyoung, it follows that there are many Phoongyees, who are both acquainted with Arithmetic and are in the habit of teaching it.

Injustice done to the Monks.

79. The prevailing error has however a grain of truth for its basis. What the Phoongyees are ignorant of, is not Arithmetic, but the English system of Arithmetic. In the Education Report for 1870-71, page xviii Mr. Savage allows that "many "boys showed a fair knowledge of Badin, but being "unable to understand from the rules, whether a "knowledge of the Burmese Arithmetic would pass "a boy, I refrained from issuing prizes." Thus a great injustice was done to the Phoongyees of the Akyab district; and the Director recorded the fact, that "no pupils were prepared to pass in even the lowest standard in Arithmetic." Again Mr. Savage remarks (p. xiii*) that "there are some priests who "understand Badin, but this knowledge is not suffi-"cient to prepare the boys for the different stand-"ards of examination." It would be surely easier for the Education Department to change the standards, than for the monks to forget their present system of Arithmetic, and learn a new one. In commenting upon the reports submitted from the inspected districts in 1870-71, the Director remarked (para. 53.) "The first result which appears is "that in these, and probably in all districts, the "knowledge of Arithmetic, *except after the Bur-"mese method,* is so generally wanting, that although "in other respects the majority of schools would be "eligible for grants of books or money, very few "will be found able to pass pupils by even the lowest "of the prescribed standards." The Italics are mine. Were it not for this assurance, it would have been hard to believe that a policy, which makes the pyramid stand upon its apex, should have received deliberate sanction. In the past year the same plan was pursued as in 1870-71. Moung Bwâh, the

* Education Report, for 1870-71, para 46.

Rangoon Inspector, passed only two boys in the Second Standard, and only one in the Third; but he tells me that he could have passed a considerable number, if the Standards had been adapted to the Burmese, instead of the English, method of Arithmetic. Moung Shoay Boh, the Moulmein Inspector, has not yet held an examination; but it is clear from his Diary what sort of examination it will be. In a letter addressed to the Local School Committee he applies for "a few copies of Stilson's Arithmetic "printed in Burmese, which are required to be used "by the Phoongyees." I put the same case to Moung Bwâh on the subject of Arithmetic, as I had done on that of Reading. The answer was the same. I asked him if the Burmese method served the purposes of trade; he said it was what all the tradesmen in the country use. He told me that one of the Phoongyees enquired the reason, why he was desired to learn a new Arithmetic, when he could produce precisely the same results by his own method. I know not how I could have answered this very reasonable question.

Inapplicability of Grants-in-Aid to the Monastic Schools.

80. The other measure devised for the benefit of the Monastic Schools is the application of the Grant-in-Aid system, on the principle of Payment by Results. There is no doubt that this is an excellent plan for encouraging Primary Education as carried on in most countries; but in every respect it is extremely unsuitable to the Monastic Schools of this Province, as has been shown already by the Chief Commissioner in his review on the last Education Report. It is well known that the Phoongyees are debarred by the rules of their Order from receiving Grants of money: and the Chief Commissioner has shown that the substitution of books for money will be no encouragement to the Phoongyees, since they are equally averse to the books which have been offered them. It may be added, that since the custom has been to distribute books gratis to the selected schools before examining the boys, it cannot be said that such books are payments for re-

sults. Again, the Monastic Schools are self-supporting, and hence there is no form of the Grant-in-Aid system which could, be applied to them without radically altering their character. It would I think be exceedingly unwise to allow the impression to gain ground, that the Government intends henceforward to aid the Indigenous Schools. This would be only introducing an element of decomposition into the integrity of the Monastic system; for it would lead the people gradually to shift the burden of Primary Education off their own shoulders, and place it on those of the Government. Hitherto no harm has been done; for I am told that the expression, "an annual grant of 1 Rupee" has excited mirth in some of the Monasteries.

Summary of the new scheme recommended.

81. The modifications which I have ventured to recommend are as follows. Instead of Deputy Inspectors, I have proposed that a class of officers be appointed, who shall be called "Examiners of Indigenous schools." Instead of applying the Grant-in-Aid system, I have proposed that the Government give prizes and certificates to any boys who can pass in the prescribed standards. I have proposed that no further attempts be made to introduce secular books into the Monastic Schools, as Reading and Writing are admirably taught through the religious books at present in use. I have proposed that the Burmese method of Arithmetic such as is now used by the Monks be allowed to count in all future examinations, and that the standards be altered accordingly. Lastly, I have proposed that every school in each district be examined at least once a year, and that the present plan of selecting a few schools, and ignoring the rest for an indefinite period, be discontinued.

Examiners to be substituted for Inspectors.

82. The examination of boys according to certain standards has been already required of the Deputy Inspectors as one part of their duties. What I recommend is that in future it shall be their only duty; and to set this fact in a clearer light, I propose to change their title from Inspectors to Examiners. Their work hitherto has con-

sisted in very much more than merely examining the boys, and awarding prizes by simple reference to the results. Equal pains have been taken to introduce new books and new methods. Secular books on Geography, Natural Philosophy, and other subjects, have been placed in the hands of the Phoongyee Schoolmaster. Prizes have been given not for Arithmetic, but for the English system of Arithmetic; and copies of Stilson's Arithmetic have been especially given to those Phoongyees who needed them least, namely to those whose schools were selected as being the best taught. Again it was intended that registers of admission and attendance should be maintained in the selected schools; and a rule was passed that pupils must have attended the school six months, or they would not be eligible for examination. But this rule was suspended, on the ground that "it was thought advisable at the "commencement, to allow all possible latitude in "the conditions required: the offer of aid has there-"fore been made conditional only upon the attain-"ment of certain Standards."* I submit that as the attainment of certain standards is the only end desired by the State, all preliminary rules and conditions, founded on the practise of English Schools, should be abolished henceforth as mischievous and inapplicable. I find from para. 59, quoted above, that Mr. Hordern himself has now come to the conclusion that it would better "not to assume any "interference with the internal Management of the "Monastic Schools." In education, as in all other matters, there is no necessary analogy between the East and the West; and our aim should be not to revolutionize, but to vitalize and if possible improve gradually, existing institutions. The plan which I recommend has three advantages at least; it will greatly simplify the work of the Educational officers; it will save the State the expense of circulating unnecessary books; and lastly it will save the monks the gratuitous annoyance of being compelled to give up methods to which they have long been attached.

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*Education Report for 1870-71, para. 38.

Prizes and Certificates recommended.

83. The second proposal recommended in para. 72 entirely tallies with the spirit of the first. The plan of giving prizes to the successful candidates has been partially adopted already; for I find in Education Report for 1870-71, para. 37, that it is "optional for the Examiner to make the grant in the form "of prizes to the boys themselves instead of as at "present to the institutions." My proposal is that this plan shall be no longer optional, but shall be adopted exclusively. I advise, too, that the prize shall be no longer called a Grant-in-Aid; which is a total misuse of terms and can only mislead the public, but shall be represented in its true light as a Government prize, analogous to the prizes annually given in the Anglo Vernacular Schools. I further propose that a Government certificate shall be given to every boy who passes in any of the Standards. My hope is that the offer of prizes and certificates may supply a stimulus both to pupils and teachers, besides enlisting the interests of parents. If a Government certificate becomes an object of emulation among the young, the monks will probably endeavour to teach their pupils up to the prescribed standards, and thus gain fresh influence with the laymen, on whose esteem they set a high value on grounds both of private interest and professional zeal. If my hope should be realized, the influence of the laymen would be brought to bear upon the monks in a manner perfectly natural and spontaneous, requiring no ostensible pressure on our part, and quite intelligible to the Phoongyees themselves. How to bring about this result without harassing the monks has been one of the chief problems in our educational policy: and I venture to think that the above plan does not leave the problem unsolved. I postulate that the prizes offered shall be high enough to be tempting; and I am inclined to think, that at present they are too low.

Probable co-operation of Monks with proposed scheme.

84. Another and a more difficult problem has been, how to bring the Monastic Schools into co-operation with Government action, without in-

fringing the rights or offending the scruples of a privileged and exclusive class like the Monastic Order. If the policy, here sketched should be found successful, this problem will have no existence in future. For the Educational Officers would have nothing to do but examine the boys of each monastery; and to this the monks seldom or never object. No case of refusal is recorded in the Diary either of Moung Bwâh or of Mr. Aslan. The cases recorded in the Diary of Moung Shway Boh are only 33 out of 190; and I do not think even these would have occurred, if he had offered to examine the School on the spot, instead of giving a long formal notice beforehand and thereby exciting apprehensions in the minds of a suspicious class. The examiners would be prohibited from offering any advice, unless it is expressly asked for, and in awarding their marks they would be instructed to look only to results. This distant yet respectful attitude toward the Phoongyees is at least safe and inoffensive; and I feel sure that, if Government prizes and certificates should become popular among the laymen, the Phoongyees will come forward of their own accord, and seek the advice and help of the Examiners. Suspicion is disarmed, when all interference is avoided, and men, who reject gratuitous advice, will act upon it in earnest, when it is asked as a favour. The Examiners should be furnished with elementary books on Arithmetic for the benefit of those few Phoongyees, who are unacquainted with the Burmese system, and who might wish to qualify themselves for teaching up to the prescribed standards. It should be quite optional, however, to such Phoongyees to learn any system they may think best.

Missionary Schools ignored in proposed scheme.

85. I have introduced the term "Indigenous" into the title of the Examiners, in order to exclude the Missionary Schools from the proposed scheme. I gather from the last Education Report that the aim of the Director has not entirely tallied with that of the Chief Commissioner. The Education Department did not intend its plan of Payment by Results

to apply to the Indigenous Schools exclusively ; on the contrary it is declared in para. 39 " that one " special object of the plan has been to show no " exclusive favor to any particular class of Primary " Schools ; but that all such schools, whether Mo- " nastic, Secular, or Missionary, should, as regards " the aid offered by Government, be placed on the " same footing." On the other hand, I am led to think that the first and principal aim of the Chief Commissioner is to infuse a new life into the Monastic Schools, and preserve a valuable institution from the decay, with which it is now threatened from various causes. In any case, it is useless to attempt to devise any one plan, which will do full justice to schools of such opposite natures as the Indigenous and the Missionary. Considering the vast numerical preponderance of the Monastic Schools, their peculiar character and constitution, and their incalculable value to the Burman community both as religious and as secular seminaries, they are entitled to a special treatment. The students in Missionary schools have been trained in translations from English books : and are subject to the supervision of the societies which founded them. I am not even aware that they desire the interference of the State. If they wish to be included in the present scheme, they must submit to be examined by those standards, which are found to be most suitable to the Monastic Schools.

86. In the term " Indigenous " the Lay Schools are included as well as the Monastic. The chief value of these schools consists in the admission of girls, who are rigorously excluded from the Khyoungs by the rules of Monastic discipline. The Lay Schools are conducted as nearly as possible on the Monastic models, to which they owe their existence. The teachers themselves, unless they are women, have been trained in the Monasteries, the only reading books are religious ; and Arithmetic is taught on the same method. The Lay Schools, therefore, may fairly be included in the same scheme as that pro-

The Lay Schools included.

posed for the Monastic. If what I am told is correct, the greatest misconception has prevailed concerning the real nature of these schools. In all Education Reports published hitherto they are termed and described as "Secular." This opinion was first expressed in the Report for 1867-68, where the so-called Secular Schools are placed in marked opposition to the Monastic, and high hopes are entertained of their future capabilities as secular seminaries, "owing to the absence of any religious prejudice to prevent the reception of mordern learning." My informers tell me that the Lay Schools are *less* secular than the Monastic, with a few rare exceptions they less advanced in secular knowledge, while their aim is equally religious. The teachers are old men and old women, who have resolved to close their days in acts of religious merit, such as the training of the young. These schools exist only in towns, or large central villages, and the male portion of the pupils are generally little boys, whose homes happen not to be near the monastery, and who are too young to be trusted far out of their parents' sight. The children, as soon as they are old enough, leave the Dames' School and repair to the Monastery, where better instruction can be obtained. I am indebted to Mr. Sandys, the Headmaster of the Rangoon Training School, and to Moung Bwâh, the Deputy Inspector of the Rangoon District, for the above information: and on the strength of their statements I have termed them Lay Schools instead of Secular.

Necessity of new Rules of examination.

87. Most of the "Rules for Primary Schools" published in the Education Report for 1870-71, appear to me more calculated to obstruct than to encourage the Monastic Schools. The rule requiring 6 months' regular attendance prior to the examination by the Government officer has been suspended already, (see para. 73.) I propose that it should be abolished in perpetuity, as it would entail interference with the internal management of a Khyoung, and would put needless obstructions in the way of candidates offering themselves for examination. I

also propose a radical alteration in the rules relating to the age of candidates eligible for each standard. Since the children of peasants very seldom attend the monastery before the age of 9, the rule which limits the age of candidates for Standard I. to ten years, deprives them of every chance of passing. I am surprised that the first age was not fixed at 11 or 12 years, and the other ages in proportion. Our object is to invite as many candidates as possible, and to make the Government scheme attractive and encouraging. Any scheme which fails in this respect would remain a dead letter. Rule 6, if I understand it rightly, allows a boy to compete for the same standard more than once. I cannot see the object of such a rule, and I propose to pass a rule to the contrary.

Selection of Schools to be discontinued.

88. One special feature of the scheme here proposed is that every Indigenous School in each district should be visited by the Examiner once or twice in the year, and not that the action of Government should be confined to a few schools selected for future improvement. In the Education Report for 1870-71, para 34, it is declared that "the number of Primary Schools enormously exceeds the "number of schools in which it will be possible to "work by means of the limited funds at our command from the Local Cess. "It was therefore necessary that a selection should be made of the "Schools most capable of improvement." I am entirely at variance with this plan. In the first place I do not admit the necessity of raising the Monastic Schools to a much higher standard. For the purposes of Primary Education they are perfect in every subject except Arithmetic, and even in this respect they are much stronger than they have been represented. If the means suggested in in paras. 82 and 83 should have the effect of inducing the Monks to attach more importance to this part of their work, it will be as easy for the Examiners to apply those means to fifty schools as to one. Our object is to excite a new interest in Monastic teaching among the whole Burman community, to vitalize

the Indigenous Schools wherever they may be found to exist, and not to pick out a few schools for problematical improvement, leaving the rest to languish or flourish as they may. If an Examiner were appointed to each district, I believe it would be possible to visit each School twice a year. The Examiner should endeavour to pay one of his visits during the rainy season, when the Monasteries are all well attended.

Necessity of new Standards in Arithmetic.

89. It will be impossible, however, to make even a beginning, until the Arithmetic standards are altered. The standards of examination issued in 1870-71, appear to be based upon those prescribed in England for Primary schools by the Committee of Council of Education, the changes being chiefly made with a regard to Stilson's Arithmetic, the book which has been so freely circulated among the monks. Standard I. would pluck any English boy, much more a Burman, who had not learnt from that particular book. By this standard a boy is expected to "add and subtract figures up to 100 orally from "example on black board." In other words, he must know by heart the Addition and the Subtraction Tables given in Stilson's Arithmetic, but not found in ordinary English books. Again Standard I. requires "the Multiplication Table up to 12." Now it happens that the Table used by the Burmese does not go higher than 9; but it is none the less useful, because it happens to stop at the first double number. Standard II. requires the four simple Rules. This is too wide a leap from Standard I. The phraseology, too, should be altered; for I am told there is no Burman term for "the simple Rules." Nor is there any term for "Short Division." The Maulmain and the Rangoon Inspectors both informed me that they scarcely succeeded in making the Monks understand the meaning of this standard, because the English terms will not bear a literal translation.

Standard III. requires "the four Compound Rules." There is no Burman term for "Compound." The

worst fault, however, in this standard is its extreme vagueness. It does not define what are the weights and Measures which a boy will be expected to know. Those given in Stilson's Arithmetic are far too numerous. Most of them, as for instance, the Table of English Money, are never used by the people of this province, and some are quite obsolete even in Burma. If new standards are to be issued, it will be necessary to ascertain precisely what are the weights and measures in ordinary use, and to have a list of them printed. A printed copy should be given to each school. The teachers and pupils would then know precisely what would be required of them in the examination.

My belief is that if these and similar changes were made in the Standards of examination, the number of successful candidates would be greatly increased, and substantial encouragement would thus be given to the Indigenous Schools. At present the wonder is not that so few, but that any have been found able to pass. We should begin at a point where the best boys in the best monasteries are able to pass, and then gradually add on new and higher standards as the efficiency of the schools is found to improve. Once initiate the monks in some well devised scheme, which will encourage them to utilize their present knowledge, and in time we may perhaps succeed in securing their warm and hearty co-operation.

Proposed means of diffusing secular knowledge.

90. There is one more suggestion to be made in connection with the scheme I have now described. If the Government still desires that an increased amount of secular knowledge should permeate the lower classes of the community, there are other ways of promoting this cause than by inviting the monks to accept and teach unwelcome books. It strikes me forcibly that the plan hitherto attempted of making these teachers of morality the conduit pipes of secular knowledge to the masses of the people, was beginning at the wrong end. The problem I think should be attacked from the opposite side,

the side of the laymen. One step could be taken in this direction by giving the prizes recommended in para 83 in the form of instructive secular books. The boys, who win such prizes, are likely to take a pride in them, and are far more likely to read the books than their Monastic teachers. Another move in the same direction might be made by establishing depôts at various centres, where translations from interesting English authors could be bought at a cheap price by such laymen as desire them. The saying imputed to Rev. J. Long, that "the distri-" bution of books to the ryots of Bengal would be " like giving spectacles to the blind," would be wholly untrue of the peasants of Burma. The fact affirmed by Right Reverend Bishop Bigandet, * that "he has met with a great number of laymen, " who were incomparably better informed than the " Phoongyees and far superior in knowledge," is a decisive proof that the laymen both can and do employ for secular purposes the knowledge of the art of reading acquired by them in the Monasteries, through the study of religious books. How far the Government is bound to raise the mental condition of the peasants of Burma above that of our own countrymen, may be an open question. But the Government will abstain, unless it is in love with ruin, from pressing secular books into the curriculum of the Monastic schools, and thus poisoning the fountain-head of all the intelligence of the country.

The value of Monastic Education.

91. Whatever may be the short-comings of the monks as secular teachers, they have instinctively grasped the true theory of Education, the ascendancy of the moral over the intellectual part of our nature. Education is not instruction; it is the developement of man's whole nature, the subordination of the reason to the conscience. Mere intellectual instruction, will not produce a sound and virtuous populace; and it is on the lower classes chiefly that the welfare of a country depends. The showy and tinkling ornament that crowns the top of a Pa-

* Life or Legend of Gaudama, p. 531.

goda, would be a wretched compensation for the want of soundness and stability in the lower parts of the structure. The saddest page that could be written in the history of our domination in the East would be the dissolution of the Monastic Order or its deterioration into a race of mere unprofitable mendicants, like the Monks of India. The moral training of the working classes is the cheap defence of nations from foreign and internal foes. The power of England may suffice to repel external enemies from these shores; but not all the resources of Europe combined, and ten times multiplied, could revive a voluntary system of national Education, when it has once decayed, or replace in the hearts of a demoralized race those hereditary religious sanctions, which are the accumulated legacy of the labours of the wise and good for the past two thousand years.

Schools for Special Training.

92. The schools for special training existing in this province are of three different kinds, the Land Measuring, the Industrial, and the Normal Schools.

Land-measuring Schools.

These schools are not under the supervision of the Education Department. In reply to an application from Mr. Hordern, it was decided by General Fytche, in November 1868 that "they should remain under "the Deputy Commissioners and Collector of Dis- "tricts as hitherto, and under the rules now in force." These schools are intended for the instruction of Thoogyees, and their relations, in land measuring. It was reported by the Deputy Commissioner of Prome in 1868, that "they are of little use, thinly attended, and attendance most irregular." I know not how far this account is generally true at the present time. The expenditure on these schools is taken from the Educational portion of the Cess Fund, and amounted last year to Rs. 312 against Rs. 1,401 in 1870-71. The whole of the sum last year was spent at Akyab.

The Industrial Schools.

93. These are no schools of art in the Province, but Industrial branches are attached to some of the

schools for general instruction. Of these the most conspicuous, if not the only, examples are the Industrial Departments at the Sgau Karen School in Bassein, and at the Catholic School in Toungoo. Special notices of these two schools are given in Section II. Both of these are for the benifit of the Karens. I believe there is scarcely any demand for such schools among the Burman population, on the simple ground that the people prefer to be poor and idle, to growing rich by trades which require labour.

The Normal Schools.

94. Of these one is a Government School, the others are either Aided or Unaided. The Government Training school at Rangoon was opened in February 1871, and is chiefly intended for the benefit of the Burmese population. The Aided schools, 2 in number, are both for the benefit of the Karens and are subject to the American Baptist Mission. What is called the Orphanage, attached to the Convent School in Rangoon, is to a large extent composed of Karen girls, some of whom it is hoped will become village teachers.

The Aided Normal Schools.

95. Nine Karen Normal schools formerly received aid in this province. The number of such schools receiving aid has gradually fallen to two. But the schools have not ceased to exist. This tendency to become independent of state support, appears to indicate that education is making a sure and sound progress among the Karen population, which is likely to be permanent. The Karen Normal schools are of extreme value, as they supply village teachers to a people, not possessed, except in rare cases, of the admirable system prevailing among the Burmese.

Comparative Return of Aided Normal Schools.

96. The following table gives the comparative, return of the Aided Normal Schools :—

Number of Institutions.		Number on the rolls at the close of the year.		Average daily attendance.		Total Expenditure.	
1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.	1870-71.	1871-72.
5	2	367	169	308	145	18,332	16,194

Rangoon Training School Male Department.

97. A special notice of this school will be given in its proper place in Section II. It will be sufficient to state here that in 1871-72 the numbers rose from 34 to 54; and that many more students have joined the school since the close of the official year. Since the opening of the school on 1st February 1871, to March 31st 1872, sixty eight students in all have been admitted; of these two have died, 7 have withdrawn by permission, 3 have been dismissed for bad conduct, and 2 have deserted. By the close of the official year there were 5 students in the Senior Section. Mr. Hordern has left the following note on the progress made by the students:—"With the "kind assistance of Right Reverend Bishop Bigan-"det, the school was twice examined *Viva Voce*, "and twice on paper. On each occasion good pro-"gress was shown." The cost of each pupil to Government was Rs. 248-12.

Promise of Salaries to Certificated Teachers.

98. There is one point regarding the terms of admission, in which I think the interests of Government have not been sufficiently guarded, namely, the unconditional promise made by the Director on behalf of Government, to pay a monthly salary for a certain period to every certificated student on leaving the school. It will be seen on reference to the Annual Report for 1870-71, para. 61, that this is one of the terms of the agreement signed between the Director and the student, and that it is not made conditional upon the possibility of finding employment for the student on leaving the school as a trained teacher. It would be hard to conceive a more one-sided bargain. The Government is first to board and educate a student gratis, and then, as an indemnity for the outlay, it is to be burdened with the payment of a monthly salary for several years, whether it can find him employment or not. If it should happen that no work can be found for him, he is scarcely to be regarded in the light of and injured person, unless it is an injury to be fed and educated free of cost. He has received a training gratis, for which other men are willing to pay; and his pros-

pects in life are not in any degree impaired by this fact. Indeed the possession of a Government certificate would give a young man more chances of success, than he would otherwise have had. I believe there are no Normal Schools in any other Province, to which the students are admitted on such favourable or rather one-sided terms. I am certain that in England no promise is made to students at the Training Schools or Colleges, that the Government will find them employment: the very contrary is reiterated from year to year.

The original terms of 1868-69.

99. The above stipulation is not only opposed to justice and to the practise pursued in other provinces, but is a condition superimposed upon the original terms laid down by Mr. Hordern, when the establishment of the Training school was first recommended by him. In his original application, dated, 15th February 1869, Mr. Hordern thus describes the terms of admission: "Every student would, be-"fore joining the school, enter into an agreement to "remain under tuition for one year, and to return "as a teacher to the school to which he might be "appointed." Not a word is said about promising to find him employment or paying him a monthly salary unconditionally. All that is stipulated is that he shall agree to go and teach in any school, to which Government may send him. There are two plans, it appears to me, on which the bargain between Government and the trained teacher might, be arranged. First; if the student consented to pay for the training prescribed by Government, it would be fair that Government in return should bind itself to find him employment for a stated period. Or second; if he should receive the training at the cost of Government, it would be fair that the student in return should bind himself to serve Government for a stated time, if required. The latter plan is the most elastic and has I believe been generally adopted. But the system pursued in the Rangoon Training School is a happy combination of both, and is so arranged that whatever risks or inconvenience the State might incur, the student at least is well provided for.

General Fytche's letter to Government of India.

100. Not only is the above promise ignored in Mr. Hordern's original application for the establishment of the Training School, but it is distinctly opposed to the terms on which the establishment of the school was sanctioned by the Government of India. In the letter addressed to the Government of India by the Secretary to the Chief Commissioner, dated 27th March 1869, the conditions on which a student would be admitted, are thus described: "Every student should enter the institution on the "understanding that after obtaining a certificate he "should devote, *if required*, at least 3 years, to the "profession of a teacher; this would be only giving "a reasonable return for the labor and expense of "teaching him." (See Appendix A, letter 4, para. 9.)

Female Department of Training School.

101. The Female Department was opened under Mrs. Doyle in September, last year, and after a long lingering decay was finally closed last April. The following are the main objections which the Headmistress reports as having been generally entertained by the Burman girls:—

(1.)—"They object, one and all, to 4 years, as be-"ing much too long a time to remain."

(2.)—"They object to binding themselves at all "on Rs. 8 a month. They say they can earn Rs. 10 "or 12 monthly in the bazaar."

(3.)—"They object to having to repay the 8 Rs. "should they wish to leave before the expiration of "the Government time."

(4.)—"The present assistant being a Christian, "the Budhist girls will not be taught by her, and "would only accept teaching from myself. Again "the Christian girls liked being taught by a Chris-"tian."

(5.)—"What accommodation and home comforts "will Government give them, if they come as Board-

"ers? and who will make Bazaar and cook for "them?"

(6.)—"If wishful to marry during the 4 years "how can they attend to their husbands and houses, "make bazaar, cook &c., and attend school? and "if they should have families, how much less so?"

Objections held by the Girls.

102. In commenting on the above objections, Mr. Hordern has remarked that "the only force he "can see in them is the simple fact that we have "not yet succeeded in finding any girls who have "any serious intention of becoming teachers." This is certainly all that I can see in objections 1, 2, 3, 5, 6, in which it is clearly implied that the girls prefer either to become married and settled for life, or to earn their livelihood in some other way than by teaching. I cannot doubt however, that religion, as stated in objection 4, is at least one of the rocks on which they split. The promise of what is called religious neutrality did not satisfy them. They objected to being placed under a course of instruction, in which the subject of religion would be systematically ignored, nor could they feel the necessary degree of sympathy with teachers of a different faith. I cannot but admire these sentiments. If a moral training is necessary for men, it is still more necessary for women. A woman without a conscience, indifferent to the creed from which she has inherited the moral sanctions regulating her conduct, is not the kind of being whom the State desires to create for the benefit of posterity. The fact implied in the 2nd objection shows that the women of Burma are not so ignorant and helpless, as to need the helping hand of the State to improve their position. This fact is notorious, and strikes every one on first coming into Burma. The women in this country are as free as the men, and the freedom they enjoy is so natural to them, that it wears no appearance of boldness, and is, I am told, very seldom abused. The education of women is a matter deeply affecting the private life of the people, and should not, in my opinion, be undertaken by the State except with the greatest caution.

FEMALE SCHOOLS.

Classification of Female Schools.

103. The best division of the Female Schools in this province is into English and Vernacular; the English Schools being those intended for the education of naturalized Europeans or Eurasians, and the Vernacular for that of the indigenous races, whether Burmese or Karen. Of the former class all, but one, are schools attended exclusively by girls. In schools of the latter class children of either sex are taught together. The former, again are Aided, the latter are Unaided.

The English Female Schools.

104. There are 6 schools in the Province of this class. There is a Convent School at Rangoon, and another at Moulmein; and each of these seminaries is of extreme value to the residents. The female department of the Diocesan School Rangoon, is deservedly popular among children whose parents are attached to the Church of England. The Town School Moulmein is the only English School in the province, where boys and girls are educated side by side in the same classes and under the same teachers. The plan of mixing the two sexes, though foreign to our English notions, prevails largely in the United States, and has been found to work exceedingly well, wherever it has been tried. It is now thoroughly naturalized among the residents of Moulmein, and Mr. and Mrs. Gilbert deserve great credit for the tact and independence displayed in originating this excellent system. The two remaining schools are Orphanages for girls of Eurasian extraction. One is the Church of England Orphanage at Moulmein; the other is situated at Rangoon, and forms part of St. Mary's School, S. P. G.

Karen Village Schools.

105. Village Schools for the Karen population have been founded both by the Catholic and by the American Baptist Mission. Of these I have no report except by hearsay. They are no longer aided by the State; even the Normal Schools, where the teachers are trained, are rapidly becoming independent. I have heard that the Baptist Mission Schools

are for the most part conducted on the system of mixture of the sexes, the plan which has been found to answer so well in the Normal Schools of the same Mission. The girls do not take to education so keenly as the boys, and the proportion of boys to girls in each School is about 3 to 1, or even more. A very large number of the Karen Schools, though they owe their existence to the fostering care of Missionary Societies, are still composed of demon-worshippers. It appears that four different religions prevail at present among the Karens: some are Catholics, some are Baptists, some are Buddists, and some have been proof against conversion from either of these quarters.

Burmese Indigenous Schools.

106. The Karen schools have been raised by Missionaries; the Burman schools are indigenous. In other respects they are very much alike: boys and girls are taught together, and the number of male pupils is generally greater than that of the female. These are the schools which I have had occasion to mention before in paras 38, 58, 77 under their previous name "Secular." I have called them "Lay schools," in contrast to those conducted by Monks. Unless I am greatly misinformed, the education is the reverse of secular. They succeed more or less in teaching the three Rs. but their chief aim is religious, like that the Khyoungs. These schools have always been self-supporting, and are no doubt much appreciated by the community; which has thought fit to support them. Their utility is brought to a practical test by the fact that many, if not most of the shops in the bazaars of the chief towns of Burma, are carried on entirely by women. This is a phenomenon, to which there is no parallel in Bengal, and I believe in the whole of India.

Missionary Schools for Burman Girls.

107. Besides the indigenous Lay schools last mentioned, a few schools for Burman girls have been raised by the S. P. G., the Catholic, and the Baptist Missions. One of the best schools of this description is that kept by Miss Haswell of the Ameri-

can Baptist Mission in Moulmein. The only language, with very few exceptions, taught in this school is Burmese. The girls were examined in my presence by Major Sladen, and they showed more intelligence and quickness than I found among the best boys of any of the Anglo Vernacular schools in Moulmein. The majority of the girls in Miss Haswell's school are Christians. In most cases, as for instance, in the late Female Training School at Rangoon, girls of the Buddhist faith have a dislike to being placed under teachers of a different persuasion from their own, and I must confess that I am very averse to a training, which fails to impart fully the sanctions of one creed, while it loosens those of another. The Revd. John Fairclough in his report upon St. Mary's School S. P. G. says, that "the number "of Burmese girls is far less than we desire, and "the attendance is very irregular. I suppose it "will take years to overcome the prejudices of the "Burmese against female education." I do not see how there can be any traditional prejudice against a practice which has long been one of the instructions of the country. The prejudice is not against the education of women, but against such education being given under Christian auspices. I am informed by Major Sladen that the ability to read and write is the mark of a lady of rank in Mandalay and in Burma generally, and that the more educated she is, the more she is honored by the other sex.

Mr. Hordern's scheme for Female Education.

108. Mr. Hordern has left notes on a scheme he has devised for placing the education of women under the auspices of the State. He proposes to "open a few Vernacular girls' schools at central "stations, under inspection, and if possible under "native teachers. We could, I believe, easily find "teachers, if fairly paid, from the Roman Catholic "Orphanages and elsewhere. I would develope these "carefully for a few years, and subsequently draft "from them a few of the best pupils to a central "Training school. The places where I would try "to establish girls' schools are Rangoon, Maulmain,

"Akyab, Bassein, Shwè-Ghyeen, Prome, and Ta-
"voy: and I would begin with the first three. The
"efforts of the S. P. G. Mission at Prome and Tha-
"yet and of the Catholic Mission at Maulmain
"show what may be done. But the error which
"I would avoid, and which has been made in some
"existing schools, is admitting English into the
"course of study, and gradually converting primary
"schools for Burmese into young ladies seminaries.
"But in any case this is a branch of the work, in
"which I think rapid and sudden progress should
"not be looked for."

Remarks on the above scheme.

109. I gather from these remarks that the scheme here sketched is to establish Government Schools for girls in the central stations, on the same plan as the proposed Government Schools for boys, and for the same purpose, viz. to place within their reach "a sound secular education." It appears to me that, since Indigenous Schools open to girls as well as boys exist already in all of the places mentioned by Mr. Hordern, Schools which cost nothing at all to the Government, and which provide a religious as well as a secular training, his plan of establishing Government Schools in such places amounts to a proposal to pay a high price for a worse article. The teachers, whom he reckons on providing for these schools, would be Christians, whether native or European, like the teachers selected for the Female Department of the late Training School. So we should have Buddhist pupils and Christian teachers. As this arrangement has been objected to already by the girls, who temporarily belonged to the late Training School, there can be little doubt that the same objection would be raised again, and that the schools, when built, would get but few pupils. The girls' schools already existing give as good a training to the intellect and a far better one to the character than anything which the Government could put in their place. The women of Burma have no prejudice against being educated; but they will not put themselves to any inconvenience in order to secure that end. If Government

female schools were established, I believe the attendance would be as slack and irregular as at the schools already existing; and whatever money might be spent on such schools, we should never succeed in altering the tastes and inclinations of the people. If the State should ever resolve to take up the subject of female education on a large scale, I trust that no measure will be adopted until the capabilities of the indigenous Lay Schools have had a fair trial, as advised in 1868-69 by General Fytche. I fully concur in the opinion expressed by Mr. Woodrow (Bengal Education Report 1870-71 Appendix A. para. 280) that "female education is a matter in which Government "should assist private enterprise rather than at-"tempt a great social innovation itself.

Books, Maps, &c. Services of Officers.

Vernacular School books.

110. On the subject of Vernacular School books, Mr. Hordern has left the following observations. "It is of paramount importance, that a complete "series of text-books for Primary Schools should "be completed, and Rs. 4,000 has been provided in "the Budget for that purpose. Mr. Sandys has "already prepared a Reader, a small Arithmetic, "and a Geography; and when these are published, "he should receive a special payment for each. The "amount has not been fixed, but should be estimat-"ed according to the size and nature of the book. "Mr. Sandys has a list of other books which are "required. The book on Natural Philosophy is one "which I would put in hand as early as possible. "Then a second number of the Reader."

Secular Reading books.

111. Unless Primary Cess Schools are established by Government, as recommended by Mr. Hordern in para. 49, none of these books, except perhaps that on Arithmetic, will be required as text-books for the curriculum of the Primary Schools of this Province: for it has been proved by experience that the Monks, through whom Primary education is imparted, will not give up their religious books in exchange for secular ones, and I have shown in para.

77, that there are four strong reasons for leaving them to teach the books which they prefer. It may be possible however to utilize the Reader prepared by Mr. Sandys in the manner suggested in para. 90, provided they are written in an interesting and readable form. I have seen the contents of one Reader, and I think it would answer the purpose of a prize. Geography as usually learnt by boys, is the most uninviting and uninstructive of all subjects. I have no faith in Manuals composed of mere lists of names and dry definitions, unoccupied by any interesting and instructive accounts of the trade, the inhabitants, the history, or the natural aspects of the countries and cities referred to. The book on Natural Philosophy, written by Miss Mary Swift, is no more secular than the books taught by the Phoongyees. I have read the English copy; and I found it was a Christian Tract rather than a book on science. Possibly the passages touching upon religion were struck out in the translation, which was prepared for circulation among the professional expounders of the Buddhist faith. If not, the circulation of such a book was not likely to be successful.

The kind of Arithmetic required.

112. I have reason to believe that the book on Arithmetic is written in a language understood by the people, and that no Anglicisms have been admitted. I am told by every intelligent Burman, whom I have consulted, that it is impossible to translate into the Burmese language the technical terms employed in the English system of Arithmetic; and that Stilson's Arithmetic, the book which has been circulated hitherto, abounds in literal translations and sometimes transliterations of English terms, which are quite unintelligible to any one not brought up in an Anglo Vernacular School. What we want for the Monasteries is some short original book, and not a translation from English books, embodying all that is valuable in the English system, but expressed in the simple idiomatic language of the country. The writer should set about his task with a determination to say nothing which

would not be understood by the first man he would meet in the street, and to say every thing which is really useful and essential to the subject. All tables of Weights and Measures not in popular use should be rigorously excluded. Such tables are worse than useless; for the only effect they can have is to puzzle and oppress the Phoongyees with a mere jingle of barbarous sounds signifying nothing. The book should be written in such a way that any intelligent man, who knows how to read and write, could take it up and learn the subject himself without the help of a teacher. A book of this kind is a great desideratum at the present time. Any Phoongyees, who are at present entirely ignorant of numbers, would be glad of such a book, and would soon master its contents, if they desired to qualify their pupils for the Prizes and Certificates suggested in para 83; and those, who are in the habit of teaching Badin or the Burmese Arithmetic, might possibly in time see reasons for preferring the English system to their own. Though I have protested strongly, in para 79, against the injustice of issuing standards, which debar the Phoongyees from utilizing their present knowledge of Arithmetic, and throw nothing but discouragement in their way, I do not desire the ultimate retention of Badin, if it is found to be more difficult than our own system. Badin in its higher branches is connected with astrological studies, which are forbidden by the ethics of Gaudama; and it is this fact which deters many Phoongyees from learning and teaching Badin even in those lower branches which are useful for trade and the ordinary business of life. There is thus a positive advantage on the side of our own system, provided it is set forth in an intelligible and attractive form, and not pressed upon the acceptance of the Monks, until it is asked for. It is desirable, too, that the Arithmetic taught in the Monasteries should be brought en rapport with that taught in the Anglo-Vernacular Schools.

Maps for Vernacular Schools.

113. On this subject Mr. Hordern has written as follows: "A series of five large maps is being

" drawn by Moung Toke Phyoo of Bulloch Brothers " office. When the outlines are complete, the inten- " tion is to fill in the names in Burmese and send the " maps to Calcutta to be copied and lithographed. " One important point for decision is the spelling of " names. The spelling in the maps and text books " should correspond, and before Mr. Sandy's text " book is published a consultation should be held on " the subject."

The persons named by Mr. Hordern as most fit to decide the spelling of words are Bishop Bigandet, Rev. Dr. Stevens, Mr. Edwards, Mr. Sandys and Mr. McKertich.

Costliness of the above plan.

114. I have seen the maps drawn by Moung Toke Phyew, and I consider them exceedingly well done. The only objection I have to the above plan is the enormous cost. First the drawer will charge a large sum for his copy right: then the cost of having the maps copied and lithographed will be enormous. The cost of having them printed and prepared for sale still remains. The whole object might have been attained at a trifling outlay by procuring blank maps from England and having the Geographical names inserted with a pen on arrival in Rangoon. There is a further advantage in this plan, besides its cheapness; namely that should any improvements in the spelling of names be afterwards deemed advisable, there will be no difficulty in carrying them out.

English books for Government Schools.

115. " This is a point calling for the early issue " of definite rules and orders. It will be seen that " most of the English text books used in Govern- " ment Schools are published by the Calcutta School " Book Society, and the custom hitherto has been " for each school to obtain its own books from that " society, and in most cases the Headmaster has " acted as agent to the society. This arrangement " seems to be suitable to our present circumstances. " At the same time the orders of the Secretary of " State (see standing order No. 3 of 1871-72,) seem " to urge the obtaining of all such supplies as far as

"possible from the India Office, especially prizes "and the like. The intention of these orders is not "quite clear to me, but it is obvious that our pre- "sent custom is far more convenient to us than get- "ting our stock from England, and if, as I think it "is admissible under these orders, I should recom- "mend its continuance. Only in this case a perma- "nent arrangement should be made with the Cal- "cutta School Book Society, that each Headmas- "ter should act as agent, so that no school should "ever be left without an adequate stock on hand, as "has been the case sometimes. If the Master is "not the Society's agent, he has to collect the mo- "ney beforehand, and transmit it with the order for "books."

I agree with Mr. Hordern in thinking that the purchasing of school books from the Calcutta school Book Society is not incompatible with the orders of the Secretary of State. I think the object of these orders was to secure economy.

Special requirements of Government Schools.

116. "There are one or two special requirements "for all or nearly all our Government Schools. "These are (1) a good school clock, (2) a terrestrial "globe, (3) some provision for gymnastic exercises. "A special requisition for this last was made from "Prome. The estimate of contingent allowance for "Government schools has been increased in this "year's budget to meet these requirements." Physical Education should not be neglected; but I think it should be to a large extent paid for by the boys or their parents. In St. John's College S. P. G. the gymnasium has been almost, if not entirely, paid for by the pupils of the school, past and present. I see no reason, why the Government Schools should be petted; especially as the efficiency of these schools is below that of the aided.

Services of Officers Mr. Sandys.

117. Mr. Hordern has left the following notes on the Services of Officers, Clerks, and Peons:—

"I have great pleasure in recording the high es- "timation in which I hold the services of Mr. W. S. "Sandys, the Headmaster of the Rangoon Training

"School, who has hitherto fully answered the expec-
"tations which I formed in entrusting him with this
"most important charge. Not only in the general
"control of the institution, and the selection, man-
"agement, and instruction of the students, but in
"the consideration of kindred questions which have
"been referred to him, such as the preparation of Ver-
"nacular School-books, the method of working upon
"the Monks and Monastic Schools, the employment
"of Deputy Inspectors and the like, Mr. Sandys
"has shown an energy and capacity, which are, and
"must continue to be, of the utmost value to the
"public service. I have every confidence in his
"management of the Training School, and would
"invite the favourable attention of the Chief Com-
"missioner to his services."

From what I have seen of Mr. Sandys since my arrival in the province, I consider that he deserves the high praise bestowed upon him by Mr. Hordern.

Mr. Ripley and junior masters.

"Mr. Ripley (the second master of the Training
"School,) has also shewn himself a valuable, pains-
"taking, and trustworthy officer; and I have reason
"also to be well satisfied with the exertions of the
"two junior masters.

Office Clerk.

"The only clerk in the establishment is Moung
"Shway Aik, who is now on one month's sick-leave.
"Bah Oh, of the Chief Commissioner's office, is now
"officiating for him. Moung Shoay Aik is a very
"good writer and a fair clerk generally. I can say
"the same also of Bah Oh, as far as the few days of
"his employment enable me to judge. He has
"done his work extremely well, and worked willing-
"ly during holiday time. Should Shway Aik be
"unable to return, I should not wish a better suc-
"cessor for him.

Office Peons.

"Both the office Peons are extremely good ser-
"vants; one is a Madrassee, the other a Bengali.
"They are as good Peons as can be wished for in
"any office."

Mr. Grey.

118. On reading the inspection reports left by Mr. Hordern it becomes my duty to make promin-

ent mention of the marked progress made in the Government school at Akyab under the new Headmaster Mr. Grey. A better report is given of this school, than of any other of the Government schools in this Province. Mr. Hordern's remarks upon the state of this school are quoted at length in para 153, Section II.

Mr. and Mrs. Gilbert.

119. The progress made of late years in the State of English education in this Province has been chiefly due to private enterprize, and not to Government action. The labours of Mr. and Mrs. Gilbert in the Town School, Moulmein, have scarcely received hitherto the official encouragement due to their success. The school which they have established in Moulmein, after ten years of unremitting toil, is superior in its kind to anything I have seen in India. The intelligence displayed by the pupils, whether male or female in every branch of their studies, and the power to reproduce in their own words the matter derived from their books, is refreshing after the miserable book learning, which is rampant in the schools of Bengal. If such a style could be introduced into the Anglo Vernacular Schools of this province, a class of men would be formed in a few years capable of doing any work which the Government might require of them, and without being inflated with the false pride inspired by the possession of University titles. The exercises in dictation, and still more the original compositions done in Mr. Gilbert's school by students of the various classes, are a decisive proof of the soundness and sterling value of the instruction they have received. It would be absurd to compare the compositions of Mr. Gilbert's first class with those of Bengalees who pass the entrance examination; the language is more correct and perspicuous than what I have generally seen in the compositions of B. A. Graduates. In Appendix C. I have printed a letter received recently from a B. A. Graduate, applying to me for an appointment: it may be presumed from the object of his letter that he was not careless in the composition. In the same Appendix I have

printed a few random specimens of letters by a purely Burmese boy, aged 16 years and 8 months, who is in Mr. Gilbert's first class. These letters are addressed to Mr. Gilbert, it being a custom in his school that every student, male or female, should write him a letter once a week, for practice in composition. These letters are printed exactly as they were written. I prefer the composition of Mr. Gilbert's pupil to that of the B. A. Graduate. The Town School under Mr. Gilbert has done much good among the rising generation of Moulmein. The intellectual energies have been roused, regular and industrious habits have been formed, higher tastes have been created; and the intermixture of the sexes has had an excellent effect upon the manners and the morals of both.

SECTION II.—NOTICES OF SCHOOLS.

Arrangement of Schools.

120. Contrary to the practise of previous Reports, I have arranged the several schools according to locality, in order to give some idea of the comparative progress of the several districts in the matter of education, and of the degree to which the wants of each locality are satisfied. A separate place is reserved for the Normal Schools, as the purposes of such Schools are not confined to the locality in which they happen to be situated. As I did not enter the province till after the close of the year under Report, it is needless to remark that none of the inspection of that year has been done by myself. I shall quote from Mr. Hordern's inspection notes, wherever he has left any.

RANGOON DISTRICT, PEGU DIVISION.

Classification of Schools in Rangoon.

121. The schools in the town of Rangoon may be divided into (1) the English Schools for Europeans and Eurasians, where all instructions is given in English, and (2) the Anglo Vernacular Schools for the indigenous races, where both English and Burmese are taught. The English Schools are four

in number; viz. the Male and Female Departments of the Diocesan School, St. Paul's Institution, and St. John's Institution, both of the Catholic Mission. The Anglo Vernacular Schools last year were four in number; viz. St. John's College S. P. G., Mr. Sandys' School, Puzoondoung School S. P. G., and St. Mary's School S. P. G. The three first are for boys: the last for girls.

Diocesan School, Boys' Department.

122. Not inspected. Founded by Bishop Cotton in 1864 under Lord Canning's Minute. In accordance with the spirit of that minute none but Christians are admitted, and no form of religion is taught, but that of the Church of England. The School is strictly confined to children of European or Eurasian extraction. These rules act as a constant check upon the numbers. The School is ably conducted by the new Headmaster Mr. Croley. The average attendance last year in both departments combined, was 97. The Government grant was Rs. 3,000. The cost of each pupil to Government was Rs. 30. The Honorary Secretary writes: "Mr. Preston, the late Headmaster, left the School "on 31st December 1870. The reason for his leaving was that the committee desired to have a man "who could teach up to the University Standard."

St. Paul's Institution, for Boys.

123. Not inspected. The admission of Burmans is the characteristic difference between this School and the preceding. The Burmans constitute about one-fifth of the total attendance. The average attendance last year was 245. All instruction is given in English. The Government grant was Rs. 2,000. The cost of each pupil to Government was Rs. 7-4-0. In the year 1867-68 it received a building grant of Rs. 14,000. The Superintendent writes: "I continue to visit regularly the School "once a month, when I am at Rangoon; and I take "the trouble to hold a scrutinizing examination in "each class. It affords me much pleasure to state "that on each visit I have been much pleased with "the zeal and devotedness of the Masters to their

" arduous duties, and with the diligence and profi-
" ciency of the boys."

" Last year the School suffered a heavy loss in the
" death of one of the Brothers, who was in charge of
" the 5th class."

St. John's Institution, for Girls.

124. Not inspected. Is divided into three separate branches, the English Convent School, the English Lower School, and the Vernacular Orphanage. The total attendance last year was about 150. The Government grant was Rs. 1,500. The cost to Government Rs. 9-12-0.

The Superintendent writes: "Agreeably to my
" habit, I have regularly visited the school, and
" closely examined the pupils to make myself sure
" of the progress they were making in their studies.
" I have convinced myself that the children were un-
" der excellent training, and were turning to good
" account the care bestowed on them by their excell-
" ent and zealous mistresses." From a recent visit made by myself I am able to corroborate these remarks.

Diocesan School Female Department.

125. Not inspected. Is now carried on in the same building with the Male Department; but the girls and boys are not taught together as in the Town School, Moulmein. Of the total attendance at both branches, about one third belong to the Female Department. From a recent visit I am able to affirm that the girls in the higher classes are very efficiently taught by Mrs. Warner, the Headmistress, and that those in the lower classes are well grounded by Miss Davidson, the Assistant.

St. John's College S. P. G. Anglo-Vernacular.

126. Not inspected. Is termed a High School, and last year sent up three candidates to the Entrance Examination. The school according to General Fytche, (Review on Education Report for 1868-69, p. xii) is intended chiefly for Burmese boys. But nearly half the students last year were children of other extractions. The school is never-

theless strictly Anglo Vernacular, for every pupil, whatever his race whether Tamil, Chinese, or Eurasian learns Burmese as well as English. Some years ago the school received a building grant of 20,000 Rs., and last year it received a special grant for books amounting to Rs. 1,000. The average attendance last year was 176. The Grant-in-Aid for current expenses amounted as usual, to Rs. 3,000. The annual cost of each pupil to Government was a little over Rs. 19. The superintendent writes: "The fees have been raised to Rs. 2 in the first "class, and Rs. 1-8 in the second, without the slight- "est effect on the numbers. * * * * * * * * * I "cannot speak too highly of the way in which the "school has been carried on under Mr. Aldridge. "* * * * * * It is a pleasing and a gratifying fea- "ture to find the school so affectionately remembered "by its old pupils, a fact which was substantially "proved by their contributing Rs. 108 for the re- "pairs of the gymnasium."

Mr. Sandy's School for Boys.

127. Not inspected. No Eurasians are admitted, as in St. John's College. From a recent visit I learnt that Mr. Sandys objects to the mixture of of races, on the ground that each learns the vices of the other. The Average attendance last year was 150. The Government grant, was 720 Rs. per annum: and the cost of each pupil to Government was only Rs. 4-12-5. This is the only school in the province started by a private person, and without either Government or Missionary aid. For the last two or three years it has been aided; but the grant seems small for such a School.

Puzoondoung School, S. P. G. for Boys.

128. Not inspected. Once considered by the S. P. G. Mission the best of their branch Schools after that at Henzada. Received a grant of Rs. 600 last year; but none has been recommended for the current year, on the ground that "the attend- "ance is small, the establishment insufficient, and "that English education is not required for the in- "habitants of the Puzoondoung quarter of Ran-

"goon." The school has lately been closed in consequence of the stoppage of the grant. The superintendent writes. "This school has gone on very "steadily. It is now held in a house far superior "to either of the previous years, and there is every "indication that the School will soon grow to large "dimensions." The average monthly attendance was 31 and the cost of each pupil to Government was the same as that in St. John's College, about Rupees 19.

St. Mary's School, S. P. G. for Girls.

129. Not inspected. The only aided School in Rangoon intended for girls of Burmese extraction. These however make up less than half the attendance. The majority of students are Eurasians, whether orphans, dayscholars, or boarders. The average total attendance last year was 70. The Government grant was Rs. 1,200. The cost of each pupil to Government was Rs. 16-5. Some years ago the school received a building grant of Rs. 5,000. This school is not in reality an Anglo Vernacular school, in the same sense as the three schools last mentioned. It is in fact two separate schools carried on under one roof, each school being taught by different mistresses and in different languages; the one learning only English the other only Burmese. From a recent visit I found that the English school is learning next to nothing in any of their subjects; I could scarcely make them understand, much less answer, any question I put to them. The Arithmetic, Geography, and dictation were done very badly, and the questions I put to them were very easy. In the Vernacular school the attendance is slack and irregular; and I was informed by the lady in charge of St. Mary's that all the teaching in this school was done by a Burman mistress. The grant hitherto given to St. Mary's is out of all proportion to the merits of the school. If we allow Rs. 600 as the portion allotted to the English branch, and Rs. 600 as that allotted to the Vernacular branch, the grant in each case is far too liberal. The English branch is inferior as a secular seminary to the Church of England Orphanage in Maulmain, which

receives only Rs. 300 per annum from the State, and which being entirely composed of orphans, and having no admixture of day scholars or boarders, cannot be expected to be as self-supporting as the English branch of St. Mary's school. The Vernacular school is less numerously attended than the Morton Lane Girls' school in Moulmein, which received last year a grant of only Rs. 360, and which has the benefit of the constant supervision and daily personal tuition of Miss Haswell, an accomplished Burmese linguist. There is a Vernacular Girls' school in Moulmein kept by the Catholic Mission, which receives no aid at all from the state. Indeed there is nothing to show that the Vernacular branch at St. Mary's school is in any way superior to the indigenous Burman schools alluded to in para 96, —schools which are entirely independent of any extraneous support, either from the state or from Missionary funds. Until it is clearly shown as in the case of Miss Haswell's school that a Missionary Girls' school gives a decidedly better education than the Unaided indigenous schools, already existing, I do not see that it is entitled to any grant from the Government funds.

Bassein District.

St. Peters's School, Catholic Mission.

130. Not inspected. The school is divided into two branches, which are in reality separate schools. One is called the Karen School, and the pupils are boarders. The other is a day-school, open to all comers. This latter branch is the only Anglo-Vernacular school in the town of Bassein. The average attendance last year was 55. The Government grant was Rs. 1,000.

Myanoung District.

Myanoung School, S. P. G.

131. Inspected. One of the Branch Schools of the S. P. G. Mission. Was once aided to the amount of Rs. 600 per annum; last year to the amount of Rs. 480; for the current year no grant has been recommended, on the grounds stated in the Inspection notes, 25th September 1871. "The

"School is now under Mr. Simons, an Eurasian "youth, who had charge if it, before it was closed "about a year ago. He has no assistant. The "attendance is very small and irregular. At the "appointed time, 9 a. m. only 13 boys were present. "Three or four came in later, excusing themselves "on account of breakfast, and coming very dirty "and untidy. The School is taught in 4 classes.

"First Class. Reading tolerable, Spelling good, "Grammar nil, Dictation very fair. Arithmetic; "one boy could do reduction: the rest were doing "the simple rules, but worked them very badly. "Geography very indifferent indeed. In its present "condition, it cannot be considered eligible for aid "as a Middle Class School. It is not even an "efficient Primary School. The master is not to be "blamed, as he appears to do his best; but he is not "qualified to be the head of a Middle Class School, "if only for his deficient knowledge of English." It is worthy of note that this School received in 1868-69 a building grant amounting to Rs. 1,000. The Government is therefore to some degree interested in its success. The proficiency of the First Class in English, the most important subject of study in Anglo-Vernacular Schools, does not appear to have been contemptible from the report given by Mr. Hordern: "Reading tolerable, Spelling good, Dic- "tation very fair." It has since been brought to my notice that the School had not had time, when Mr. Hordern visited it, to recover from the disastrous effects of being closed; and that since then it has very greatly improved.

Zaloon School, S. P. G.

132. Not inspected. Another of the Branch Schools of the S. P. G. Mission. It received a reduced grant of Rs. 300 last year; but owing to the poverty of its resources it was closed on 31st July 1872. I do not hear that any attempt has been made to re-open it.

Henzadah School, S. P. G.

133. Inspected, 26th September 1871. The best of the Branch Schools of S. P. G. Mission. In

1868-69 it received a building grant of Rs. 1,000 to which the sum of Rs. 1,800 was added from other sources. The Government grant last year was Rs. 1,050, and the annual cost of each pupil to Government, was 19 Rs. The inspection report is most favourable. "First class, reading very fair; parsing "fair with some exceptions; three exercises in dictation reflected the greatest credit on the School; "both in writing and spelling the result was uniformly excellent. Geography very fairly done. Arithmetic worked as far as Vulgar Fractions and Simple Proportions. Grammar not well done, does "not seem to be a special subject of study. The "general result is very satisfactory. The marked "improvement, in the School is greatly to the credit of Mr. Krishna, (a Madrassee, of the S. P. G. "Mission) who has the School in admirable order, "and the boys clean and tidy. The instruction also "is efficient; but it is to be hoped an additional "teacher may soon be appointed to relieve the "Headmaster of the task of entirely conducting the "two first classes. The School is far in advance of "the other Branch Schools, and well deserves support. The new building is well suited to the "school with its present numbers." After this description it is somewhat surprising to find that the receipts from fees and other sources had diminished by the end of the official year, and that a lower grant was recommended in consequence.

THAYETMYO DISTRICT.

134. Inspected, 29th September 1871. The School received no grant last year. A few years ago it received a building grant of Rs. 1,000. "This "School has considerably improved, since my last "visit. It is now superintended by the Rev. C. H. "Chard, Chaplain of the Station, who himself "teaches the classes. Unless so assisted, Mr. Brey "would be quite unable to work the School efficiently. He is steady, but not energetic; and the "first want is an assistant Master, or rather a really "efficient Headmaster, under whom the present

Thayet-myo Boys' School, S. P. G.

" master might do well. The School suffers much " from the miserable supply of books and materials. " This ought to be remedied at once; and if the " School is to be aided as a Middle Class School, a " more complete establishment will be essential, the " present standard not being near that laid down for " Schools of that class. The new building for which " a grant was made in 1868-69 is being at last com- " menced." The Deputy Commissioner visited the School on 27th March 1871. He says in his report: " This School is the only one of the kind in Thayet- " myo, and is likely to do a good deal of good. The " Rev. Mr. Chard takes much personal interest in " the School, and I would strongly recommend that " it be allowed a Grant-in-Aid."

The Girls School Thayet-myo, S. P. G.

135. Unaided. Visited by Mr. Hordern at the request of the managers. Burmese is the only language taught. " Eighteen girls were present, under " a Burmese Mistress. They are taught in three " different classes. The first class read and write " from dictation very fairly, and know the multi- " plication table to 8 times well. Needle word fair, " but rough. The second class know the Themboon- " gyee well, and are begining to read and write from " dictation, and to sew. The third class are learn- " ing the Themboongyee only. This is a very pro- " mising specimen of a girls Primary School. If " only teachers can be supplied such schools will be " popular and successful throughout the country."

Prome District.

Prome Government School.

136. The only Government School in the Pegu Division. Inspected, the 12th September 1871 and following days. " Examined the school through- out. " Mr. Margenant, the Head-master, having " died in June the School was in charge of Mr. Hpo " Moung, the second master. The following is " the result of the examination of the First Class. " English pronunciation, indifferent, explanations " disgraceful, parsing very bad indeed. Geography; " generally very fair. Dictation; writing tolerable,

" spelling indifferent. Arithmetic; generally indif-
" ferent. Only one boy could do proportion. Reduc-
" tion was very badly done. Fractions were fairly done
" by about half the class. The class could not explain
" any of the rules." After describing in similar terms the remaining three classes, Mr. Hordern alludes to 14 boys, who were unclassed, being unfit to enter even the lowest of the 4 classes. " The school
" is in great need of organization throughout. The
" curriculum of studies, laid down last February, has
" been completely ignored, and no class has reached
" any where near its prescribed Standard." " There
" is great scarcity of books of all kinds, copy books,
" and other materials. The masters do not insist
" on the use of English in School; hence the
" boys do not even understand, when they are spoken
" to. The existence of a large number of unclassed
" pupils is inexplicable, in the face of the rules laid
" down for the management of the school. The
" boys are not made to be clean a .d tidy. The ge-
" neral result is very disappointing after the last
" favourable report of the committee." I cannot help remarking that the English attainments of the first class in this school were at the time of Mr. Hordern's visit decidedly below those of the first class in the Myanoung School, S. P. G. Of this class Mr. Hordern writes that " the reading was
" tolerable, the spelling good, and the dictation very
" fair." As the main object of an Anglo-Vernacular School is to teach English, the Myanoung School, the grant to which has been stopped, was a better bargain to the Government than the Prome School. In the Myanoung School the cost of each pupil to Government was Rs. 3-13-0; in the Prome School Rs. 48-10-5.

MOULMEIN DISTRICT, TENASSERIM DIVISION.

Classification of Schools in Maulmain.

137. The Schools in the town of Moulmein, like those in Rangoon, are divided into English and Anglo-Vernacular. The English Schools are the Town School both for boys and girls; St. Patrick's School for boys, St. Joseph's School for girls; and the

Church of England Orphanage, where most of the pupils are girls. The Anglo-Vernacular Schools are the Government School for boys; Moungan School S. P. G. for boys; and the Morton Lane School for boys. The Morton Lane School for girls of Burman extraction is Vernacular.

Town School, Moulmein.

138. Not inspected. The only English School in the province, where boys and girls are taught together. The heavy debt that lay against the School in 1869-70 has at last been written off; but not without a sacrifice of the valued services of Mr. Aldridge, the second Master, and a personal sacrifice both of labour and money on the part of Mr. and Mrs. Gilbert. The grant conferred last year was Rs. 2,000; though the School applied for, and in my opinion deserved, a higher. The Secretary writes: "The committee have much pleasure in stating that "the trust and confidence of the Parents and guar- "dians of the children in Mr. and Mrs. Gilbert, "still continue unabated; while as regards their own "estimation of the services rendered to them by the "Headmaster and Headmistress the committee feel "it their duty to state that the present position of "the School, as regards finances, the numbers, and "the educational standing, is owing to the indefati- "gable exertions, careful economy, and untiring zeal "of Mr. and Mrs. Gilbert, who in addition to the "extra duties devolving upon them from the en- "creased numbers of the School, have had to perform "the work of the assistant Master since June 1870." Such high praise is seldom bestowed; but in the present case I believe it to be fully deserved, from the observations I made in a recent visit.

St. Patrick's School, Catholic Mission.

139. Inspected, 29th July 1871. "Present 162 "boys, divided into 3 class of 32, 58 and 72 respec- "tively. Examined each class. The first class was "examined in English and Arithmetic. In English "the pronunciation was not good, and the explana- "tion of what was read was unsatisfactory. In "Arithmetic the class is taught in two divisions;

" the first division did fairly up to proportion, the " second only to the end of the Compound Rules. " The Second Class passed a good examination in " Arithmetic and Geography, and a fair one in " English. The Third Class passed a very poor " examination in English, Arithmetic and Dictation."

" General Remarks. The School is at present an " inferior specimen of a Middle Class School, and " several causes are at once obvious. (1.) The " classes are far too large for efficient teaching. (2.) " With one exception, viz. the master of the second " class, the teachers are not really efficient as secu- " lar teachers. They clearly devote themselves far " more to their purely religious duties. The tea- " cher of the third class does not know Burmese " at all, and is ipso facto disqualified for the task of " teaching the junior class. (3). The text books " used are far beyond the capacity of the boys, and " enough to dishearten them in their attempts to " learn." " The Registers and accounts were shown. " The latter exhibit a debt of Rs. 1,261 in conse- " quence of no grant having been received in the " year 1870-71. But Father Guerin the superin- " tendent, informed me that the school is nearly self " supporting."

The school corresponds in character, though not at present in efficiency, to St. Paul's Institution Rangoon. Most of the pupils are Eurasians, and with few exceptions English is the only language taught. The monthly fee is from 1 to 3 Rs. against 5 Rs. in the Town School kept by Mr. and Mrs. Gilbert. The school is therefore chiefly kept up for the poorer class of Eurasians. The school has received an Aid from the state ever since 1864, except in the year 1870-71, when the offer of a Grant of Rs. 500 was declined by the Superintendent. In 1871-72, the usual grant of Rs. 1,500 was renewed, and has been recommended for the current year. The cost of each pupil to Government was Rs. 8-9-1.

St. Joseph's School, Catholic Mission.

140. Inspected, 31st July 1871. The School is on the plan of St. John's Institution, Rangoon, con-

sisting of a Convent School and an Orphanage. The pupils of the Convent School are all Eurasians or Europeans, with very few exceptions, and all instruction is given in English. At the close of last year the numbers were 121. The Government grant was Rs. 1,500. The cost of each pupil to Government was Rs. 12-6-4. The monthly fee charged is from Rs. 3 to 6, much higher than that charged in St. Patrick's, the Catholic School for boys.

Mr. Hordern "found 75 girls present in the convent, and 29 in the Orphanage. Examined the first class in English with very unsatisfactory results, excepting in parsing which was well done. The reading is far too difficult, and the girls do not in the least understand it. An attempt at a written paraphrase was equally indifferent. In the second class the result of my examination in English was indifferent, though slightly better; the text book, again is too hard. Geography was very fairly done; but in Arithmetic the class failed, signally. In the third class the reading and explanation of English were very fair, and the Arithmetic good."

"I was disappointed in the result of the examinations. In every subject the questions were clearly and simply put, and were in fact remarkably easy. But the answers were most unsatisfactory. I have never known the classes in this School do so badly. This can only be attributed to the negligence or incapacity of the teachers."

"The account showed a credit balance of Rs. 364. But Father Guerin states that Rs. 1,016 have been advanced during last year by himself; and yet he alleges that exclusive of extra expenses, the institution is self supporting."

My own view of the efficiency of St. Joseph's School, formed on the occasion of a recent inspection, was much more favourable than Mr. Hordern's.

141. Not inspected. Its main object is to rescue from the streets destitute Eurasian children. Almost all the pupils are girls. Regarded merely as a Secular School, the president of the Local Committee considers the grant of Rs. 300 to be well deserved. The cost of each child to Government is Rs. 15. I have lately visited the school and I entirely endorse the above opinion. Church of England Orphanage.

142. Inspected 26th and 28th July 1871. "Examined the first class in English, (including reading, parsing and explanation,) History, Arithmetic, and Geography. The result was in every instance very discreditable, excepting in the Arithmetic, which was fairly done. The second class passed an examination only a degree less unsatisfactory, in English, Arithmetic and Geography. The third class passed a singularly bad examination in English; they could not explain a word of what was read. In the fourth class the reading and translation were indifferent; and the Master obviously incompetent." Government High School, Anglo-Vernacular.

"The general result is very unsatisfactory, and under the Chief Commissioner's instructions Mr. Thompson has resigned the Headmastership."

The School is now under the management of Mr. Adams. From observations recently made by myself I am convinced he is doing his best to raise the character of the School, and that the School has already improved. But he labours under one great disadvantage. The School has been planned and organized as a High School, the fees have been doubled, and stringent rules as to admissions and re-admissions have been enforced. If it were really a High School, into which boys from neighbouring schools would be eager to enter to receive a finish to their education, these new rules might possibly work well. But as the school is at present very far below the rank thus prematurely ascribed to it, the high title, with the high fees and other obstructions, has had no other effect than to drive boys to neighbouring schools where they pay less and learn almost as much.

Moungan Anglo-Vernacular School.

143. This school was founded by the S. P. G. Mission about 13 years ago, and continued to receive a grant regularly year by year, and was largely attended by Burman Day-scholars. In June 1871 the Mission gave it up, as they could not find the means of paying rent for the house in which the school was carried on. About a month afterwards a Burman named Moung Shoay Thin, who had long been on the staff of teachers, re-opened the school entirely on his own account in a Burmese dwelling; and has kept it alive by his own unaided efforts up to the present time. Last September a Committee of Management was formed, and one of the Members, named H. Miller, has allowed the Headmaster to reoccupy the house rent free, in which the school had been formerly carried on under the S. P. G. Mission; and the Mission has lent the use of their school furniture. Near the close of the official year the school was again taken over by the S. P. G. Society, an application was made for a building grant if Rs. 10,000, besides an ordinary grant of Rs. 1,200. As the building grant was not recommended, the school was again given up by the S. P. G. Mission, and left in the hands of Moung Shoay Thin. H. Miller still allows the use of his house rent free, and the Headmaster is still using his best endeavours to carry on the school efficiently, in the hope that a grant will be given by the Government to enable the school to pay something for the rent of the house and afford sufficient remuneration to the Headmaster. I think the Headmaster deserves every encouragement, and I must confess the Standard of his school is not much below that of the neighbouring Government School.

Boys' School, American Baptist Mission.

144. Visited at the request of the Managers, on 27th July 1871. This school is under the American Baptist Mission, and is superintended by Mr. Haswell. Received no Aid last year, and none has been recommended for the current year. The school is divided into 3 Departments, the Primary, Intermediate, and Higher.

Examined the Primary Classes, consisting of 54 " boys under one Eurasian youth from St. Patrick's, " whose salary is 25 Rs. a month. Examined also " the First Class of the Higher Department."

" In the Primary Department the results were " creditable to the one teacher, who cannot possibly " manage a class of 54. They were able to read " and explain tolerably in English and Burmese and " to do sums in Simple Addition. In the First " Class of the Higher Department nothing could " well be worse than the results of a Simple Ex- " amination in English, Geography, and History. " No grant can be recommended to this as a Middle " Class School."

Morton Lane Girls' School.

145. Not inspected. The only girls' school for Burmese in Moulmein. Belongs to the American Baptist Mission, like the preceding. English is not taught except in very rare cases, and then only as a secondary. The grant last year was Rs. 360; an increased grant has been recommended for the current year. The cost of each pupil to Government was Rs. 10-9-5, against Rs. 16-5 at St. Mary's School.

The Superintendent writes: " Two pupil teachers " have been added since last year. The school " opened with 22 boarders, and two day scholars. " It closes with 33 boarders, and 4 day scholars. " The school is now filled to the extent of its capa- " city; so that we are obliged to refuse applicants " for admission. We propose to erect new buildings " during the coming year; Miss Haswell having " raised above Rs. 10,000 in the United States for " this purpose."

TAVOY DISTRICT.

Town School, Tavoy.

156. A school established by the residents, and not, as most schools in Burma, by Government or by a Missionary body. An aid of Rs. 480 was recommended and sanctioned; but afterwards with-

drawn on finding that the conditions of the grant, were not likely to be fulfilled.

Mergui District.

Government School, Mergui.

147. Has not been inspected, since its establishment. Established near the close of the year, 1870-71. It is impossible to say anything definite as to the progress made last year; though it is probable that the teaching, and certain that the discipline, of the school suffered latterly from the disagreement between the Second Master Mr. Englebright and the Headmaster Mr. Rawlings. In the report of the District Local Committee it was declared to be necessary that one or other should go. In such cases the subordinate has to suffer. Mr. Englebright was consequently removed to another school.

Unless this school can be thoroughly and frequently inspected, it is doubtful whether the Government school will be more useful than the private school formerly kept in Mergui by Mr. Englebright.

Shwe-Gyeen District.

Government School, Shwé-Gyeen.

148. Inspected 18th January 1872. The school consisted of 3 classes, instead of the 4 prescribed by the rules of Middle Class Schools. But it is obviously impossible to carry out the curriculum of studies prescribed for each class, if boys cannot be found capable of working up to the several Standards. "The First class consists of 9 boys, who are doing "the course of studies prescribed for the Third class "of a Middle School. In English, the reading and "spelling were very fair, the explanation of mean-"ings indifferent, the knowledge of grammar gener-"ally poor. Four out of the 9 boys are quite unfit "for the class. In Geography they know nothing "but the countries and capitals of Asia; their know-"ledge of definitions was very poor. In dictation "both the writing and spelling were generally good, "copy books also clean and generally good. In "Arithmetic they could only do the Compound "Rules, but the results were generally correct." In

" the second class, the Reading, Spelling, and ex-
" planation of meanings, were generally very good.
" The answers in Grammar were tolerable, though
" their knowledge did not go beyond the meaning of
" the parts of speech. In Geography their know-
" ledge amounted to nothing. In Arithmetic they
" could add and subtract, and know the multiplica-
" tion table well."

" In the third class the boys were just able to
" read and spell and translate. For writing they
" could draw strokes. For Arithmetic they could
" add in Burmese figures. The teacher is quite in-
" competent for the work."

The above account shows that the Shwè Gyeen Government School was at the time of inspection less entitled to be ranked as a Middle Class School, than some of the private schools, to which a Grant-in-Aid was denied as being unfit to be so ranked. The average monthly attendance was 45. The cost of each pupil to Government was Rs. 71-8-1. The cause of inefficiency may possibly lie in the indifference of the inhabitants, or the want of competition with some other school. I fix no blame on the memory of the late Headmaster, Mr. Simpson, who died near the close of the official year. He has been succeeded by Mr. Simeon, late of the Kishnaghar Collegiate School, Bengal; who it is hoped will prove as efficient as the other masters appointed by Mr. Sutcliffe.

Toungoo Distict.

149. Not inspected. Was first aided in the year 1866-67. Received a building grant of Rs. 1,200 in 1867-68. A special grant of Rs. 500 was sanctioned last year for setting up an Industrial School in carpentry and shoemaking. But the money was not drawn, as the scheme was found impracticable that year. The average monthly attendance last year was 39 boys. The Government grant was Rs. 941-4-8. The cost of each pupil to Government was 17-6-10. Catholic School, Toungoo.

With regard to the Industrial Branch the Secretary writes: "It was only after a great labour that I "succeed in opening the shoemaker's shop. Four "pupils are learning that trade, 3 of whom are "Karens. The Carpenter's and Tailor's shop have "not been opened yet, for want both of masters and "pupils, as those who do not succeed in English are "generally unwilling to enter the Industrial School. "Seeing then that I could not realize fully the "scheme I submitted to Government, when I "applied for a Grant-in-Aid for the Industrial "School, I did not submit the bill for the Rs. 500 "sanctioned by the Government for that purpose. "But though my first endeavours have not met with "a final success, I do not lose the hope of establish-"ing the said trades sooner or later; and then I "hope that the application I shall submit, will meet "with a favourable consideration."

RAMREE DISTRICT, ARAKAN DIVISION.

Town School, Ramree.

150. Not inspected. The school has not been inspected since the establishment of the Education Department. It was set on foot by the residents, like the Town school at Sandoway, and the schools which once existed at Tavoy and Mergui. The grant last year was Rs. 600. The average monthly attendance was 35. The cost of each pupil to Government was 15 Rupees. Schools under native management require most inspection, and receive the least: as it usually happens that those schools are furthest removed from head quarters. There are two or three matters in connection with this school, which require to be looked into; one is that there is no assistant teacher mentioned in the returns, while there are five classes to be taught.

Kyouk-Phyoo Government School.

151. Inspected, 2nd March 1872. "First Class; "In English, the reading and pronunciation were "moderate, the explanation of meanings very in-"different, the knowledge ef grammar moderate: "the reading book is too difficult for the class. In "Geography their knowledge of Europe was sound

" and accurate. In Arithmetic they could work as " far as the Rule of Three with ease and correctness, " but, no further." "Second Class ; In English, " the reading pronunciation and explanations were " only moderately good. The grammer and parsing " very bad. In Arithmetic they worked sums in " Reduction moderately well. The Geography of " Asia was almost all learnt by rote."

The following account of the school is given by the Commissioner of Arakan, who examined the School on 9th April 1872, about five weeks after Mr. Hordern's visit.

" I see general marked improvement. In the " first place the number of the boys has increased " which is a very satisfactory circumstance. I was " particularly pleased with the spelling, writing from " dictation, and Arithmetic. I noticed also the gen- " erally respectable appearance of the boys, and " their quiet orderly demeanour. And I was glad " to see a greater appearance of zeal and desire of " improvement than I have noticed for a long time.

" The school is at last most fortunate in its mas- " ter. Nothing can exceed the interest taken by " Mr. Hughes in his pupils, his care is I believe un- " remitting and spoken of very highly on all hands. " The beneficial influence he exercises, and the res- " pect felt for him by the boys are striking circum- " stances. The school is well known to me, and I " have had ample opportunities of judging of Mr. " Hughes' fitness for his task. I must say that it " is extremely creditable to him that so marked an " improvement should be manifest in so short a " time, and it is very gratifying to me as Commis- " sioner."

This account of the state of the school, though much more laudatory than Mr. Hordern's, agrees with it on the whole. The result of Mr. Hordern's visit confirms the statement of the Commissioner that the school has decidedly improved, since Mr. Hughes received charge of it.

Sandoway District.

Town School, Sandoway.

152. Not inspected. Well reported by visitors. The sanctioned Government grant was Rs. 240. The amount drawn was Rs. 20. The average monthly attendance was 19. The school has been recommended for a continuance of the grant sanctioned in 1870-71. The Statistical Return submitted from this school is very defective.

Akyab District.

Akyab Government High School

153. Inspected. On the state of this school Mr. Hordern has left the following remarks :—The First "class are doing the Entrance Course. In English, "the pronunciation was generally very fair, the "Grammar generally good, the explanation of meanings good with the top boys. In Geography their "general knowledge of the subject and special knowledge of Europe and Asia were both good. In "dictation the writing and spelling were both good. "In History of England they had learned as far as "the reign of King John, and had learned it very "carefully and completely. In Euclid they knew "the whole of the 1st book very well. In Arithmetic they knew as far as Reduction and Rule of "Three, and these rules they know well.

"The Second class are doing the Entrance Course "for 1873. In English their pronunciation was "bad, explanation of meanings indifferent, Grammar "almost nil, dictation generally good. History of "India was learnt only as far as the first chapter, "and it was all learnt by rote; none of them understand it. In Geography their knowledge was almost nil. In Euclid their knowledge was generally inaccurate, and did not profess to go beyond "the three first propositions. In Arithmetic they "answered fairly."

It is much to be regretted that the Second Class should have been so bad a feeder to the First. The account of the First class under the new Headmaster Mr. Grey, shows a marked improvement upon

the results of previous years. The second class was part of the time under Mr. Savage, and for the remaining months under Mr. Sharp, who is now transferred as second Master to Mergui. From some cause or other the attendance in this class was the most irregular in the school. Mr. Savage however was pronounced by Mr. Grey to have been an earnest and energetic teacher who gave his mind thoroughly to his work.

NORMAL SCHOOLS.

154. Frequently visited and inspected during the year. Regarded by Mr. Hordern as "the pivot on "which our system of Primary Education will turn." At the close of the official year, the number of students under training was 54. Mr. Hordern writes: "Considering the tentative nature of the whole plan "of Primary Education, I have not pressed the ap- "pointment of the full number; but at the same "time steps have been taken to invite candidates "from time to time. The Headmaster has himself "visited Henzadah, Prome, and Thayetmyo with "this object. The second master has made a tour "to Maulmain, Tavoy, and Mergui. In all places "to which I have travelled, I have taken the op- "portunity of calling for candidates. The success "of these invitations has not been uniform; and un- "til some trained masters are sent out the precise "nature of the institution will not be so thoroughly "and generally known, that many candidates will "come forward. Hereafter I am sanguine enough "to anticipate an opposite difficulty, viz., that of "selection from the large numbers, who will apply "for admission." [Government Training School, Rangoon, Male Department.

155. "I should like to see the status of the "Practising School altered as suggested in my last "report, and as soon as some students are trained, "and a course of studies for Primary Schools pre- "pared. This might be done by attaching to the "Training School a model Primary School (in the "place of Mr. Sandy's Anglo-Vernacular School,) Practising School for the Training School.

"under the charge of masters trained in the institu-
"tion and paid from the Cess. Fees might be
"charged to all pupils, except children of Cess-
"payers. Four annas a month would I think be
"sufficient."

On this proposal I have two remarks to offer. First; that the present School is as good a Practising School as could be devised under present circumstances. I ascertained from a recent inspection of Mr. Sandys' School, that the curriculum of studies corresponds exactly with that of the Training School, and that students of the Training School are employed alternately in teaching the classes in the Practising School. It should be added that the present Practising School costs the Government nothing: for it is not Aided as a Practising School, but because it earns the grant like any other private school in the town. Second; I am told by Mr. Sandys it would not be possible to establish the Vernacular School, which Mr. Hordern proposes. For a Vernacular education the people like nothing so much as the Monastic Schools, to which they have long been attached. A Government Primary School would attract but few pupils; and this I anticipate would be the fate of all the Cess Schools which Mr. Hordern desires to establish.

Accommodation of the Training School.

156. "The accommodation of the school requires
"early attention. We are now paying a monthly
"rent of Rs. 100; and though the accommodation is
"good, the situation is not all that could be desired.
"It will not do to have the school very far from
"the town, especially on account of the Practising
"School, which must be near the homes of the pu-
"pils. But it is very desirable, both economically
"and otherwise, that permanent and full accommo-
"dation should be provided without delay. The
"site which I would strongly recommend is either
"that now occupied by the Female Department of
"the Training School, or that occupied by the house
"at present rented by Mr. Mathews, the Executive
"Engineer."

157. Not inspected. Superintended by Rev. C. H. Carpenter. Here, as in almost all the Karen schools, boys and girls are taught together. All the pupils are of the Baptist sect of Christianity. The Normal branch is not strictly deserving of the name; since the pupils are not specially trained for teachers, though many become so. The Industrial branch has been eminently successful for some time. The chief work taught is Carpentry. In the year 1870-71 these youthful carpenters built 7 new dormitories for the use of the school. The Industrial branch is likely to be the means of introducing improved modes of living among a backward tribe like the Karens. The Government grant last year was Rs. 2,000. The average daily attendance was 84. The cost of each pupil to Government was 19-8-2. Sgau Karen Normal School, Bassein.

The Secretary writes: "a public examination of "the school was held on the 18th of September 1871 "at which Deputy Commissioner, Captain Pemberton, kindly presided. The progress and attainments of the pupils, as then evinced, were highly "encouraging. The School has been also visited "during the year by the Chief Commissioner, who "was pleased to express himself as highly gratified "with the proficiency shown by the classes examined "in his presence."

"The interest taken by the Karens in the School "is proved by the generous contributions which they "make from their poverty towards its support. "They have also expressed much anxiety, lest the "Government should withdraw its aid, and the "School be obliged to suspend operations."

158. Not inspected. This school is of the same type as the preceding, but without an Industrial branch. The average attendance last year was 61. The Government grant was Rs. 1,000. The cost of each pupil to Government Rs. 14-14-9. Karen Normal School, Henzadah.

The superintendent writes: "I think I can re-"port a higher degree of excellence than has been

"previously attained by this school. This is due "not only to an able corps of Assistant teachers, "but also to the system of careful weekly examin- "tions of each of the 4 upper classes, one day being "devoted to each examination. The weekly exa- "minations were conducted by the superintendent "himself."

Rangoon Literary Society.

159. It remains to speak of the Rangoon Literary Society. As this Society is a means of circulating useful books among a class of readers of limited means, it possesses a quasi-Educational character, and it is aided by Government on those grounds. The aid last year amounted to Rs. 300. Private subscriptions amounted to Rs. 1,522. There is great want of a suitable building for the preservation of the library, which is growing larger every year. The average number of members during the past year was 55.

JOHN C. NESFIELD,

Officiating Director of Public Instruction.

Rangoon, 28th August 1872.

APPENDIX A.

Correspondence relating to the Rangoon Training School, from February 1869 to August 1871.

No. 1.

Extract from letter No. 692, dated Rangoon, the 15th February 1869, from the Director of Public Instruction, British Burma, to the Assistant Secretary to the Chief Commissioner, British Burma.

Para. 13. Normal School, Rangoon. I ask for the establishment of this school on the simple ground that, if instruction is to be given to the people, teachers must be trained to impart it. There is as shown in my Report, no Government Training School in the province, and the establishment of such an institution I look upon as the first essential step towards the education of the people.

The education hitherto given by Government to the province has been given though the Grant-in-Aid system, which gives support to seven such schools, established by Missionaries to the Karens.

There is no provision for a supply of teachers to the Burmese population. The Rev. Mr. Marks, in his Report of the S. P. G. Schools in this province, notices the great necessity for such an institution. The establishment of this school, therefore, I look upon as the most important of all, and in its establishment I propose, if the means are placed at my disposal, to follow the plan which has been successful in Oudh, and full details of which are given at page 192 of the Note on Education in 1866-67. The school would consist of two Departments, the Senior, preparing students for Vernacular Masterships in Higher and Middle Class Schools; and the Junior, for Masterships in Village Schools; and inasmuch as the object of the school would be in part, if not mainly, the promotion of Vernacular Education in the rural districts, I would propose that (as in Oudh) half the cost of the school should be defrayed by the Local Cess.

All students would be lodged and taught free, and receive an allowance for food and clothing, the allowance for the Senior Department (which I should place at 10 Rs. a month for each pupil) being paid from Imperial Funds, and those for the Junior Department (at 8 Rs. a month each) from the Cess. Every student would, before joining the school, enter into an agreement to remain under tuition for one year, and to return as a teacher to the School to which he might be appointed. For this school I should propose for the first year to rent a building, say at 100 Rs. a month.

The cost of Imperial Funds for stipends (allowances) I should estimate at Rs. 1,200, and for rent Rs. 600.

No. 2.

Extract from letter No. 132-4, dated 24th April 1869, from the Secretary to the Chief Commissioner, British Burma, to the Director of Public Instruction, British Burma.

Para. (4.) As regards "Primary" Schools these the Chief Commissioner considers should be entirely Vernacular Schools, and should consist First of the indigenous Monasteries, supplemented by such assistance in Teachers, Books and Maps as the Abbots and Monks may be willing to receive, and Second, of what are now understood by the term "Village School," which are entirely independent of Missionary influence.

(5.) These two classes of schools, the Monasteries and Village Schools can, in the opinion of the Chief Commissioner, supply most of the Vernacular requirements, if managed by efficient teachers, and aided by useful Books, Maps, &c.; here and there, in a few isolated places, Government Vernacular Village Schools may be necessary, but they should form the exception to the rule.

(6.) In short, for Government to undertake the teaching of the rudiments of Vernacular Education in supersession of the efforts of the Monks and Indigenous School Masters, would, in the opinion of the Chief Commissioner, entail unnecessary and heavy expense. General Fytche, however, gathers from your letter that this is precisely what you aim at, that is, that here, as in Bengal, Government Vernacular Schools should be scattered over the whole province. The Chief Commissioner cannot consent to such a proposition. He would much prefer to see your endeavours bent towards elevating the standard of Secular Education, as at present conveyed in the Monasteries and other Indigeneus Schools, to your endeavouring to supplant those institutions which are endeared to and revered by the people; and he would remind you that there exists here, what does not exist in any part of India, and that is a Native priesthood devoted to the instruction of Burmese youths, not entirely on sacred subjects, but also including much sound morality, and some useful secular matters, the range of which latter, the Chief Commissioner believes, can in time, by kindness and good management, be considerably extended.

7. As regards your proposal for a Normal School at Rangoon for boys, the Chief Commissioner considers your proposal good, and he has added a recommendation for a Normal School for girls also at Rangoon.

* * * * * * * * * * * * *

10. Regarding the terms on which students should be admitted to the Normal Boys' School, your recommendation will be further considered when the orders of Government have been received. The Chief Commissioner considers there will be some difficulty in

compelling certificated teachers to undertake the business of teaching against their will, but he thinks that Students should be admitted on the understanding that, after obtaining a certificate, they should devote, if required, at least 3 years to the profession of a Teacher, either in a Government, Monastic, or Village School, as circumstances or their own inclination might dictate; the preference being given to those who would prefer teaching European Secular knowledge in the Khyoungs as Monks.

No. 3.

Extract from letter No. 796, dated 29th April 1869, from the Director of Public Instruction British Burma, to the Assist-Secretary to the Chief Commissioner, British Burma.

(2.) The 6th paragraph of your letter alludes to the opinions which I have expressed on the very important subject of Vernacular Education, and I am informed that the Chief Commissioner gathers that my aim is to establish Government Vernacular Schools throughout the Province in supersession of the efforts of the Monks and indigenous Schoolmasters.

I need hardly say that whatever may be my own convictions, in my present appointment I can have no other aim than to endeavour to the best of my power to carry out the wishes and orders of the Chief Commissioner. When called upon however to report upon any subject I shall never hesitate, (as I have not hesitated in this instance) to state my views plainly and fearlessly, however widely they may differ from those of others.

I have twice been called upon to report upon the subject of Vernacular Education and if I have expressed my opinions strongly it was because of the deep importance which I attach to the subject, and from my anxiety to prevent what appeared to me a misuse of public money in a matter of such moment and touching a people in whom I take too hearty an interest to rest content with a measure widely affecting them, merely because it is supported by high authority.

Having now laid my opinions, before the Chief Commissioner I am prepared to frame a plan for carrying out his wishes in the matter.

(3.) Refering to the 10th paragraph of your letter under reply I shall also endeavour to carry out the views of the Chief Commissioner regarding the proposed Normal School. I would only remark upon the suggestion that Government should give preference to those pupils who would prefer teaching European secular knowledge in the Khyoungs *as monks*, that such a condition while it would be undoubtedly economical (as the monks would require no salary) might perhaps wear the appearance of offering to the Budhist religion that positive support which Government has so steadily denied in its own schools to Christianity.

No. 4.

Extract from letter No. 132-3, dated Rangoon, the 17th March 1869, from Major H. Nelson Davies, Secretary to the Chief Commissioner of British Burma, to E. C. Bayley, Esq,. Secretary to the Government of India.

Para. 4. * * * * * * * * * * * The class of schools designated by Mr. Hordern as "Primary or village" should consist, 1st of the indigenous Monasteries (supplemented by such assistance in books and teaching as the Monks are willing to receive); and 2nd of what are now understood by the term "Village Schools," *i. e.*, schools independent of Missionary influence, these latter to be aided from the District School Cess, and instruction to be given only in the Vernacular. These two classes, the Monasteries and Village Schools, can in the opinion of the Chief Commissioner, supply most of the Vernacular requirements when aided by efficient teachers and useful books. Here and there, in isolated localities or under other abnormal conditions, Government village schools may be required, but these would be only exceptional cases.

Para. 7. In paragraph 13, Mr. Hordern explains the reasons which necessitate the establishment of a Normal School in which teachers can be trained. There can be no question that this is one of the greatest wants of the Educational Department in this province. There is no adequate provision either in the Government, Private or Monastic Institutions to meet the requirements in this direction; and unless these requirements be met, many years must elapse before any great expansion of education can be effected. On the other hand, the sooner they are provided the more rapid will be the development of sound secular education, and there is even reason to hope that here and there teachers qualified at our Government Institutions may re-habilitate themselves in the "yellow robe," and be the means of conveying European knowledge in the Monasteries side by side with the ethics of Gaudama. This has already occurred, and no better method can be adopted to that end than by preparing qualified teachers.

8. It is proposed that this Normal School should consist of two departments, the Senior preparing students to be eligible for Vernacular masterships in "High" or "Middle" Class Schools, and in the Junior Department scholars could qualify for masterships of Village schools, that is, they would become qualified instructors, and should they become teachers in Government Schools, or start a Village School of their own, or better still, teach as Monks, their being possessed of a diploma would be recognized and appreciated.

9. Regarding its being made compulsory as proposed by Mr. Hordern, for each certificated student to become a teacher, there are some difficulties in the way; but the Chief Commissioner con-

siders that every student should enter the institution on the understanding that, after obtaining a certificate, he should devote, if required, at least three years to the profession of a teacher, either in a Government or a Monastic Institution, as circumstances and his own inclinations might dictate; this would only be giving a reasonable return for the labor and expense of teaching him, and it is believed that the terms would be adhered to. It is recommended that the students be lodged and taught free, receiving an allowance for food and clothing, each student in the Senior Department receiving Rupees 10 a month from Imperial sources, and in the Junior Department Rupees 8, the latter payable from Local Cess.

No. 5.

Letter No. 252, from E. C. Bayley, Esq., Secretary to Government of India, to the Chief Commissioner, British Burma, dated Simla, 20th May 1869.

SIR,—I am directed to acknowledge the receipt of your letter No. 277-15, dated the 7th January last, relative to Sir Arthur Phayre's scheme of employing the Burmese Monasteries as a channel of improved secular instruction and the letter of the Director of Public Instruction on the same subject forwarded therewith, and in reply to communicate the following observations and orders:—

2. Mr. Hordern expresses his conviction of the utter worthlessness of Monastic Institutions as a medium for imparting secular Education to the masses. The Governor General in Council has fully considered the arguments advanced against the scheme, and is satisfied that they do not show that the probabilities of failure out-balance those of success.

3. Mr. Hordern takes up the maxim that any system of Education intended to be general should be conducted on a purely secular basis; and argues that the religions element in Monastic Schools is more directly antagonistic to educational development than that of Mission schools, and the objection to these should therefore apply yet more strongly to Monasteries. The Governor General in Council admits that there is some force in this argument, but observes that the main objection to Mission Schools on the part of certain classes of the Natives is, that they do not simply recognize secular education as an end in itself, but also as a means, and preliminary to conversion, and hence their operation is calculated more or less to alarm and estrange a prejudiced community; such probably would not be the case with the Monastic Schools. Knowledge of every description if once accepted by the Monks and recognized in those institutions would probably be welcomed to the homes of the people with perfect confidence.

4. Mr. Hordern adverts to the Indigenous Village Schools, and contends that as instruments of education they are incom-

parably superior to the Monasteries, owing to their entirely secular nature, and the fact that they are attended by girls as well as boys. He would wish therefore to devote the energies of the Department exclusively to the Village Schools. His Excellency in Council does not understand why the system applied to the Monasteries should not be extended to these schools without abandoning the former. When the two classes of schools are working side by side, it will be easy to determine hereafter which of the two, if either, should be abandoned.

5. The Governor General in Council concurs in the views you have taken of the objections raised by the Director of Public Instruction, and thinks that instead of rejecting the machinery afforded by the Monasteries, it is advisable to utilize it to the fullest extent of which it is capable. Sir Arthur Phayre was fully alive to the imperfections of monastic teaching, and foresaw that its improvement would be slow and gradual, and His Excellency in Council agrees with you that Mr. Hordern has not advanced anything that may lead to the conclusion that the successful prosecution of the scheme is beyond our reach.

6. The Governor General in Council has no doubt that an indispensable condition of success is a supply of competent Burmese Teachers and good Burmese books, and the first step to secure these is as you suggest, the establishment of Normal Schools to provide Teachers who will carry on and improve the instruction acquired in the monasteries.

7. But in according his approval to the proposal, His Excellency in Council desires me to observe that the establishment detailed in your letter is in excess of present requirements, and to request that after communication with the Director of Public Instruction you will be good enough to resubmit the proposition in a tabular statement in the prescribed form, limiting the expenditure to Rupees 1,200 per annum.

8. The Governor General in Council is confident that Mr. Hordern will loyally accept the plan approved by Government, and do his best to have it properly worked out. Perhaps the best method would be to employ one of the Inspectors specially and exclusively on this duty, and to select for it a man, such as Sir A. Phayre describes, well acquainted with the Burmese language and literature.

No. 6.

Letter No. 42-3, dated 8th August 1871, from the Secretary to the Chief Commissioner British Burma, to the Director of Public Instruction British Burma.

(1). I am directed by the Chief Commissioner to invite your attention to page 31 of General Fytche's Memorandum on Four Years' Administration in British Burma, in which the late Chief Commissioner alludes to the measures which he had sanctioned

for improving the system of education at present in vogue in the Monastic Schools of the Province.

(2.) Mr. Eden requests that you will report, at an early date, the several attempts which have been made to carry out the object indicated by General Fytche and any further measures which you may have undertaken for this purpose, whether by grants of books, or the establishment of scholarships, or the appointment of Inspectors of Vernacular Schools to be paid out of local funds.

No. 7.

Extract from letter No. 42-8, dated the 22nd August 1871, from the Director of Public Instruction British Burma, to the Secretary to the Chief Commissioner British Burma.

Para. (4.) In the meantime after three months residence in the country it became my duty to report at length upon the general state of Education, and in my Annual Report for 1867-68. I entered at some length into the subject of Sir A. Phayre's plan.

A few months later, before receiving orders upon the report, I submitted to the Chief Commissioner amongst a series of proposals for the general organization of the Education Department one for the foundation of a Training School for teachers as the first essential step for the advancement of vernacular education, and another for the appointment of an Agency of Inspection adequate to supervise the operations of the Department.

5. Shortly after this the orders of Government upon the Report for 1867-68 were received and led to the submission of a further full report by the Chief Commissioner upon Sir A. Phayre's plan accompanied by an additional report from this office. The final orders of the Government of India, directing adherence to that plan were furnished to me with your letter of the 2nd June 1869, No. 277-29. Those orders sanctioned the establishment of the proposed Training School.

APPENDIX B.

Re-print of Standards for Primary Schools in British Burma, issued by the Education Department, British Burma, in 1870.

Re-print of Standards for Primary Schools in England, issued by the Committee of Council of Education in 1870.

Standards for Primary Schools in British Burma, issued by Education Department, British Burma, 1870-71.

	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
	For pupils not under 6, or over 10 years of age. Annual Grant for each pupil Rupee 1.	For pupils not more than 12 years of age. Annual Grant for each pupil Rupees 2.	For pupils not more than 15 years of age. Annual Grant for each pupil Rupees 3.	For pupils not more than 18 years of age. Annual Grant for each pupil Rupees 4.
Reading	Easy Narrative.	A paragraph from an Elementary Reading book.	A few lines from a Reading book of ordinary difficulty.	A short ordinary paragraph in in a Newspaper or other Modern Narrative.
Writing	Copy in manuscript character a line of print.	A sentence slowly dictated once, by a few words at a time, from the same book, but not from the paragraph read.	A Sentence slowly dictated once, by a few words at a time, from an ordinary Reading book.	Letter.
Arithmetic ...	Form from dictation figures up to 100; name at sight figures up to 100; add and subtract figures up to 100 orally from example on black board; and the Multiplication Table up to 12.	A sum in any Simple Rule as far as Short Division (inclusive.)	A sum in the four Simple and Compound Rules as far as division.	A sum in Rule of Three, and in the four Simple and Compound Rules.

Standards for Primary Schools in England, issued by the Committee of Council of Education in 1870.
(Report for the year 1870-71, p. cix.)

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading ...	One of the Narratives next in order after monosyllables in an elementary book Reading book used in the School.	A short paragraph from an elementary Reading book.	A short paragraph from a more advanced Reading book.	A few lines of poetry or prose.	A short ordinary paragraph in a Newspaper, or other modern narrative.	To read with fluency and expression.
Writing ...	Copy in manuscript character a line of print and write from dictation a few common words.	A Sentence from the same book, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time from the same book.	A sentence slowly dictated once by a few words at a time, from a Reading book used in the First Class of the School.	Another short ordinary paragraph in a Newspaper, or other modern narrative, slowly dictated once by a few words at a time.	A short theme or letter, or an easy paraphrase.
Arithmetic...	Simple addition and Subtraction of numbers of not more than four figures, and the Multiplication Table to multiplication by six.	The Multiplication Table, and any Simple Rule as far as Division.	Compound Rules (money.)	Compound Rules (common weights and measures.)*	Practice or bills of parcels.	Proportion and Vulgar or Decimal Fractions.

* The weights and measures taught in public Elementary Schools should be only such as are really useful ; such as Avoirdupois weight, Long measure, Liquid measure, Time Table, Square and Cubical measures, and any measure which is connected with the industrial occupations of the district. In all Schools the children in Standards V and VI should know the principals of the Metric system, and be able to explain the advantages to be gained from uniformity in the method of forming multiples and sub-multiples of the unit.

APPENDIX C.

Specimen of a letter by a Bengalee, a B. A. Graduate of Calcutta University.

Specimens of letters by a Burman, aged 16 years and 8 months, educated in the Town School, Moulmein.

No. 1.

By a Bengalee, a B. A. Graduate.

DEAR SIR,

The interest you take in the cause of your pupils and the favor you showed them, whenever they did go to you for some employment, by recommending them to your friends, have inspired me with the hope of getting a service that you have, as director of Public Instruction, to be disposed of under you.

I trust you remember that after passing the B. A. Examination I attended a few Course of lectures of Mathematics Given by Mr. Willson. His sudden temporary transfer to the Presidency College put an end to the M. A. Class in the Kishnagher College and with it My hope of appearing in the M. A. degree Examination. I then tried for B. L. Degree which I failed to obtain on account of my premature attempt. After this failure I was compelled to accept my present service, headmastership of * * * * * * * * * * * Higher Class English School, in Nadea. The inconveniences attending a Village School and village life are such that I doubt not that you shall relieve me from these troubles by securing a post under you. In conclusion I beg to add that we have but few to ask for such things and that you must ask to him for service who has given us Education.

I have honor the honor to be,
Sir,
Your most obedient pupil,

IId. Master of School.

Dated 30th July 1872.

No. 2.

Letter No. 2, 3, 4 by a Burman, a School boy at the Town School, Maulmein.

Maulmein, 31st July 1872.

DEAR SIR,

I was very glad indeed when I heard that the school would re-open on Wednesday, because I could not enjoy myself during the long holidays which I have had. The best enjoyment I had was when I accompanied my father across the River Attaran to Nyoung-ben-zeik, the village on the opposite bank.

On Saturday I received a letter from one of my old schoolmates; in which, he says "that he has not, as yet, had the Dengue." And as he was sure that I had fallen a victim to it, he wanted me to write, on my reply, an account of it.

The Shans have started (via Yahine and Marawaddee); and they told me before proceeding that they would try and bring on their return some orchids.

I think they will be back about the end of October. As I have no news at present to write about, I conclude with best respects to you and Mrs. Gilbert.

I remain,

Your Obedient Scholar.

No. 3.

Maulmein, 12th August 1872.

DEAR SIR,

On Friday evening as I was going out for a ride to Mopoon, I met E. Richardson, with whom I had a long conversation. The next morning, Saturday the 10th, I thought of going to the tank, but as it came on to rain, I was disappointed; about 10 A. M. I went to the Post Office to buy some Receipt and Postage Stamps.

About 4-30 P. M. I went to see the "Moulmein Hunt," which was attended by a great many persons. During the night, feeling rather dull, I read a few stories out of a book, entitled "The Picnic Papers," which I found very interesting. On Sunday, both morning & evening I went to the Chapel, and there heard the Burmese Pastor preach. I now conclude with best respects.

I remain,

Your obedient Scholar.

No. 4.

Maulmain, 17th August 1872.

DEAR SIR,

On Friday evening at 4-30 P. M., I accompanied Edwin Richardson and Geo. Gordon on board the "P. S. Defiance," where after staying for about 30' we returned home. As soon as I had dinner I went to E. Rs house from whence to the school, for the purpose of taking a pair of boots, which I had left behind.

On Saturday evening I went to the "Moulmein Hunt," and came home about 6-30 P. M.

On Sunday both morning and evening I attended the services of the Burmese Pastor in the Baptist Chapel. As I have no more news to write to you, I conclude with best regards to you and Mrs. Gilbert.

I remain

Your Obedient Scholar.

APPENDIX D.

Statistical Returns of Government and Aided Institutions for the year 1871-72.

Education 2.

General Statement of Educational Institutions in the Province of Burma, in the year 1871-72.

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.											
	Number.	Number of Students on rolls.	Average daily attendance.	Average age.	Teachers.		Income.			No. of Persons instructed in		
					Christian.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.
COLLEGES.												
Arts	...	...	...	...	...	...	...	...	...	...	...	...
Professional	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS.												
Higher	2	228	156	...	6	10	11,807	4,252	16,059	187	177	...
Middle	4	223	197	...	8	8	13,661	2,613	16,274	227	227	...
Lower	...	...	...	...	...	...	...	...	...	...	...	...
GIRLS' SCHOOLS.												
Higher	...	...	...	...	...	...	...	...	...	...	...	...
Middle	...	...	...	...	...	...	...	...	...	...	...	...
Lower	...	...	...	...	...	...	...	...	...	...	...	...
NORMAL SCHOOLS.												
For Masters	1	54	50	23	2	2	12,935	479	13,414	...	54	...
For Mistresses	1	13	8	23	2	...	...	...	...	...	13	...
Total...	8	518	411	46	18	20	38,403	7,347	45,747	414	404	...

Education 2—*(Concluded.)*

CLASS OF INSTITUTIONS.	PRIVATE INSTITUTIONS AIDED.												Grand Total Schools.	Grand Total average attendance.	Grand Total of pupils on the rolls.	Proportion of attendance to population.
	Class.				Total.	Average attendance daily.	Income.			No. of Persons instructed in						
	Burmese.	Karens.	Mahomedans.	Others.			From Endowment.	From Fees.	From Government.	English.	Vernacular.	General.				
COLLEGES.																
Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SCHOOLS.																
Higher	97	...	...	333	430	338	...	18,262	8,000	430	194	...	5	494	658	
Middle	469	...	3	513	985	799	...	12,420	9,321	935	494	...	16	1,020	1,208	
Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
GIRLS' SCHOOLS.																
Higher	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle	108	20	...	255	383	341	...	9,656	3,940	278	121	...	4	341	383	
Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
NORMAL SCHOOLS.																
For Masters	1	211	...	...	212	145	...	12	3,000	139	144	...	3	195	266	
For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total...	675	231	3	1,101	1,960	1,623	...	40,350	24,261	1,782	953	...	28	2,050	2,515	

C.

Scientific and Literary.

1.—Scientific and Literary Societies.

NAMES.	Object.	INCOME.				NUMBER OF VISITORS.				Registered or not.	When Established.
		From Government.	Endowments.	Subscriptions.	Total.	Males.	Females.	Juvenile.	Total.		
Rangoon Literary Society	Library Lectures Reading Room. and Classes.	300	...	1,222	1,522	57	...	...	57	Not.	1857

Statistical Return of Government Schools of the Higher Class, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
Akyab Government Shool	Akyab ...	1846	96	...	16	112	92	107	112	102	...	...	...	2 Rs.
Moulmein Government School	Moulmein ...	1835	45	...	30	75	64	121	75	75	...	...	...	2 Rs.
Total...			141	...	46	187	156	228	187	177	...	...	...	

Statistical Return of Government Schools of the Higher Class, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			From Government.		Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines &c.		Total.		Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Akyab Govt. School ...	Akyab ...	1846	6,213		...	...	2,616		8,829		7,985	844	8,829	...	...	81-15-7	57-11-0	
Moulmein Govt. School..	Moulmein	1835	5,594-4-3		...	13-4-0	1,636		7,243-12-3		7,050-15-3	192-13	7,243-12-3	...	...	59-6-8	45-14-2	
Total...			11,807-4-3		...	13-4-0	4,252		16,072-12-3		15,035-15-3	1,036-13	16,072-12-3	...	...	141-6-3	103-9-2	

Statistical Return of Government Schools of the Middle Class, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
Kyouk-Phyoo Government School... ...	Kyouk-Phyoo	1837	52	...	20	72	58	60	72	72	...	...	...	1 Rupee.
Prome Government School	Prome ...	1866	52	...	10	62	48	60	62	62	...	..	...	1 Rupee.
Mergui Do. do.	Mergui ...	1871	19	2	34	55	46	56	55	55	...	...	...	1 Rupee.
Shwè-Gyeen Do. do.	Shwè-Gyeen	1871	21	5	12	38	45	47	38	38	...	...	...	1 Rupee.
Total...			144	7	76	227	197	223	227	227	...	...	...	

Statistical Return of Government Schools of the Middle Class, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.				Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Kyouk-Phyoo Government School	Kyouk-Phyoo	1837	3,746-8-0	...	...	545-8-0	4,392- 0-0				4,260-0-0	132-0-0	4,392-0-0	...	...	72-6-0	61-11-0	
Prome Do.	Prome	1866	2,958-0-11	...	...	821-14-8	3,779-15-7				3,465-0-11	314-14-8	3,779-15-7	...	...	62-3-6	48-10-5	
Mergui Do.	Mergui	1871	3,595-12-0	...	...	627-1-0	4,222-13-0				4,028-0-0	194-13-1	4,222-13-0	...	...	75-6-7	64-3-4	
Shwè-Gyen Do.	Shwé-Gyen	1871	3,360-12-6	...	...	618-14-0	3,979-10-6				2,844-8-6	1,135-2-0	3,979-10-6	...	...	84-9-9	71-8-1	
Total...			13,661-1-5	...	...	2,613-5-8	16,374-7-1				14,597-6-5	1,776-13-9	16,374-7-1	..	...	294-9-11	246-0-10	

Statistical Return of Aided Schools of the Higher Class, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
Diocesan School	Rangoon ...	1862	...	...	...	101	96	98	101	...	...	...	...	Rs. 5, 6.
St. John's College S. P. G.	Do. ...	1864	94	2	98	194	140	176	194	194	...	...	...	2, 1½ & 1 Rs.
Town School	Moulmein ...	1864	1	...	134	135	102	114	135	...	...	...	...	Rs. 6, 4 & 3.
Total...			95	2	232	430	338	388	430	194	...	...	...	

Statistical Return of Aided Schools of the Higher Class, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total				Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Diocesan School ...	Rangoon..	1862	3,000	...	581-9-6	5,191,8-4	8,773-1-10				...	...	8,673-1-10	89-2-2	...	88-5-0	30-8-0	
St. John's College, S. P. G. ...	Do. ...	1864	3,000	...	362-12-10	6,206-5-9	9,569-2-7				9,191-6-5	362-12-10	9,554-3-3	14-15-4	...	54-4-7	17-0-0	
Town School ...	Moulmein	1864	2,000	...	360-0-0	6,865-0-0	9,225-0-0				8,569-10-0	400-0-0	8,969-10-0	255-6-0	...	78-10-10	17-8-8	
			8,000	...	1,304-6-4	18,262-14-1	27,567-4-5				17,761-0-5	762-12-10	27,196-15-1	359-7-6	...	221-4-5	65-0-8	

Statistical Return of Aided Schools of the Middle Class, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
St. Paul's School	Rangoon ...	1860	55	...	220	275	220	275	275		...	...	...	3 Rupees.
St. Patrick's School	Moulmein ...	1842	30	..	145	175	164	175	175	26	...	...	...	1 to 3 ,,
St. Peter's School	Bassein ...	1861	23	30	30	85	76	85	79	30	...	...	...	2 ,,
Roman Catholic School	Toungoo ...	1866	34	4	28	66	39	54	60	61	...	...	...	1 Rupee.
Church of England Orphanage	Moulmein ...	1837	...	...	20	20	20	20	20	...	...	...	...	,,
Town School	Ramree ...	1867	30	...	10	40	35	40	40	40	...	...	...	,,
Do.	Sandoway ...	1871	11	...	10	21	19	21	21	21	...	...	...	8 As. 1 to 2 Rs.
S. P. G. Puzoondoung	Rangoon ...	1868	29	...	4	33	24	31	33	33	...	...	...	1 Rupee.
S. P. G. Myanoung	Myanoung...	1868	11	...	20	31	20	24	31	31	...	...	...	1 ,,
S. P. G. Henzada	Henzada ...	1867	38	...	28	66	46	55	66	66	...	...	...	2, 1-8 & 1 R.
S. P. G. Zaloon	Do. ...	1867	...	...	..	...	...	...	...	...	...	...	...	,,
Mr. Sandy's School	Rangoon ...	1868	120	...	50	170	136	150	170	150	...	...	...	1 to 2 Rs.
	Total...		381	34	565	982	799	930	970	458	...	...	...	

Statistical Return of Aided Schools of the Middle Class, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines &c.	Total.				Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
St. Paul's School	Rangoon	1860	2,000	...	...	4,000-0-0	6,000-0-0				5,900-0-0	700-0-0	6,600-0-0	...	600-0-0	24-0-0	7-4-0	
St. Patrick's ,,	Moulmein	1842	1,000	...	...	2,811-0-0	3,811-0-0				3,060-0-0	975-12-0	4,035-0-0	275-4-0	...	23-0-11	8-9-1	
St. Peter's ,,	Bassein	1861	1,000	...	3,022-0-0	728-0-0	4,750-0-0				4,515-0-0	235-0-0	4,750-0-0	...	...	55-14-1	11-12-4	
Roman Catholic School ...	Toungoo	1866	861	...	537-2-0	1,461-1-10	2,859-3-10				2,895-0-0	..	2,895-0-0	49-8-6	...	53-9-9	17-6-10	
Church of England Orphanage ...	Moulmein	1837	300	...	2,700-0-0	...	3,000-0-0				2,200-0-0	...	...	...	...	150-0-0	15-0-0	
Town School ...	Ramree	1867	550	...	600-0-0	...	1,150-0-0				600-0-0	600-0-0	1,200-0-0	...	...	30-0-0	15-0-0	
Do. ...	Sandoway	1871	20	...	...	...	20-0-0				...	...	20-0-0	...	...	...	..	
S. P. G. Puzoondoung ...	Rangoon	1868	600	...	345-0-0	250-0-0	1,195-0-0				1,237-0-0	...	1,237-0-0	...	...	39-4-0	19-0-0	
S. P. G. Myanoung	Myanoung	1868	120	...	74-0-0	937-15-0	1,131-15-0				951-15-0	180-0-0	1,131-15-0	0-15-0	...	36-8-0	3-13-0	
S. P. G. Henzada	Henzada	1867	2,050	...	270-1-6	632-8-0	2,952-9-6				1,654-9-6	270-0-0	1,924-9-6	28-0-0	...	35-0-0	19-0-0	
S. P. G. Zaloon ...	Do.	1867	100	...	..	...	...				..	...	...	...	...	...	.	
Mr. Sandy's School	Rangoon	1868	720	...	...	1,600-0-0	2,320-0-0				2,427-0-0	200-0-0	2,627-0-0	...	307-0-0	16-2-0	4-12-5	
	Total...		9,321	...	7,548-3-6	12-420-8-10	29,189-12-4				25,440-8-6	3,160-12-0	26,420-8-6	353-11-6	907-0-0	473-7-7	121-9-8	

Statistical Return of Aided Normal Schools, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
Karen Normal and Industrial	Bassein ...	1861	1	153	...	154	84	102	83	15	71	...	...	...
Karen Normal	Henzada ...	1856	...	58	...	58	61	67	56	...	58	...	...	...
Total...			1	211	...	212	145	169	139	15	129	...	...	

Statistical Return of Aided Normal Schools, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.				Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
Karen Normal and Industrial	Bassein ...	1861	2,000	...	10,171-2-9	1,507-7-5	13,678-10-2				9,307-14-11	4,197-1-8	13,505-0-7	173-9-7	...	131-10-1	19-8-2	
Karen Normal ...	Henzada..	1856	1,000	...	1,489-0-0	26-8-0	2,515-8-0				2,515-8-0	...	2,515-8-0	...	...	37-8-8	14-14-9	
Total...			3,000	...	11,660-2-9	1,534-15-5	16,194-2-2				11,823-6-11	4,197-1-8	16,020-8-7	173-9-7	...	169-2-9	34-6-11	

Statistical Return of Aided Female Schools, for the year ending 31st March 1872.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.			
St. John's School	Rangoon ...	1862	37	20	98	155	143	150	98	51	...	...	...	Rs. 5 and 3.
St. Joseph's School	Moulmein ...	1847	1	...	120	121	118	121	121	...	...	...	...	Rs. 3 and 6.
St. Mary's Girls' School, S. P. G. ...	Rangoon ...	1866	33	...	37	70	48	73	44	33	...	...	...	Rupee 1.
Morton Lane Girls' School	Moulmein ...	1867	37	...	..	37	32	34	15	37	...	...	...	...
Total...			108	20	255	383	341	380	278	121	...	..	...	

Statistical Return of Aided Female Schools, for the year ending 31st March 1872—(Concluded.)

1	2	3	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Name of Institution.	Locality.	When Established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			From Government.	Proceeds of Endowment.	Subscriptions and Donations, &c.	Fees and Fines &c.	Total.				Current.	Extraordinary.	Total			Total Cost.	Cost to Government.	
St. John's School ...	Rangoon..	1862	1,500	...	950-0-0	4,400-0-0	6,850-0-0				6,900-0-0	600-0-0	7,500-0-0	...	700-0-0	47-10-0	9-12-0	
St. Joseph's School..	Moulmein	1847	1,000	...	719-0-0	3,684-0-0	5,403-0-0				3,960-0-0	1,881-0-0	5,841-0-0	62	...	40-0-1	12-6-4	
St. Mary's Girls' School, S. P. G....	Rangoon..	1866	1,200	...	2,204-0-8	83-0-0	3,487-0-8				2,234-12-0	1,251-10-8	3,486-6-8	...	...	47-4-0	16-5-0	
Morton Lane Girls' School	Moulmein	1867	240	...	803-7-1	1,489-1-8	2,532-8-9				2,554-9-0	136-6-0	2,690-15-0	...	38-6-3	79-1-11	10-9-5	
Total...			3,940	...	4,676-7-9	9,656-1-8	18,272-9-5				15,649-5-0	3,869-0-8	19,518-5-8	62	738-6-3	214-0-0	49-0-9	